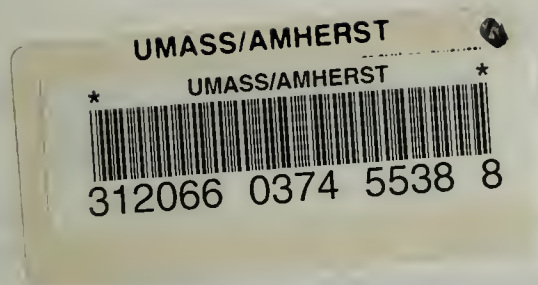


MASS. ED 1.2: C38/1995/Acad. Pacific



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# ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL

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BOSTON, MASSACHUSETTS

*submitted to*

Commonwealth of Massachusetts  
Executive Office of Education

February 15, 1995

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# 1995 Charter School Application

## Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

Academy of the Pacific Rim Charter School  
Proposed Charter School Name

Boston  
School Location (city/town)

### Contact Person

First Robert Middle \_\_\_\_\_ Last Guen

Organization \_\_\_\_\_ Address 1035A Beacon Street  
City Brookline, State MA Zip 02146

Telephone (617) 232-2700 Fax (617) 232-4269

Founding Coalition: (Check Box)			Grade Level (Check Box)	Projected Student Enrollment	
Parents	Teachers	Private For-Profit Business	Elementary	Projected Student Enrollment (1st Year)	150
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Middle	Projected Student Enrollment (2nd Year)	200
Community Based Organization	Museum	Other Founding Group	Secondary	Projected Student Enrollment (3rd Year)	250
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Other Grade Level	Projected Student Enrollment (4th Year)	300
				Projected Student Enrollment (5th Year)	350
				Total Number of Teachers	
				Teacher/Student Ratio	1:25

In what type of community will the Charter School be located?

Urban School District ☒ Rural School District ☐  
Suburban School District ☐ Other Kind of Community ☐

Do you presently have access to a facility suitable for a school?

Yes ☒ No ☐

### School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The Academy will place a strong emphasis on core knowledge and will also include an in-depth focus on Pacific Rim cultures and languages. Its educational setting will integrate the traditional Pacific Rim cultures' emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

### Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

# **ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL**

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# ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL

## EXECUTIVE SUMMARY

The mission of the Academy of the Pacific Rim Charter School is to provide a setting that integrates the traditional approach to education and discipline found in Pacific Rim cultures with the American emphasis on self-actualization and respect for diversity. The academic curriculum will place a strong emphasis on modern American literacy in terms of reading, writing, mathematics, science, and social studies, but will also include an in-depth focus on Pacific Rim cultures and languages. Student performance standards will be consistent with the Commonwealth's Common Core of Learning.

The school year will consist of 210 days, divided into three sessions of 70 days from September through July. Each session will include 60 days of full academic programming and 10 days of intensive involvement in artistic, cultural, work, or community service experiences. The school day will run from 8 AM to 5 PM, consisting of six hours of instructional time with the remainder of the school day devoted to arts, athletics, youth apprenticeships, tutoring, and other extracurricular activities.

The Academy believes parental involvement is essential to the education and well-being of its students. Strong communication between parents and teachers will be particularly emphasized. In addition, through partnerships with major academic, medical, and cultural institutions, employers, and community agencies, the Academy will go outside the school building to furnish the kind of educational, social, professional and technological opportunities needed by students preparing to enter society and the workforce in the 21st century.

The founders of the Academy are a diverse, grass-roots group of parents, educators, community activists, and professionals. The group includes members of local neighborhood organizations as well as representatives of institutions like Emerson College, New England Medical Center, and Tufts University. The Academy will be situated in downtown Boston, near Chinatown and the Midtown Cultural District, a location rich in educational, cultural, and medical resources, and easily accessible by public transportation from all parts of Boston.

The Academy will confine itself to two classes of 25 students each per grade, beginning with 150 students in grades 6, 7, and 8, and expanding one grade a year eventually growing to a maximum enrollment of 350 students in grades 6 - 12. The Academy will seek to ensure the student body reflects the city of Boston.



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## ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL

### 1. Mission Statement

A. In succinct terms, describe the core philosophy or underlying purpose of the proposed school.

The mission of the Academy of the Pacific Rim Charter School is to encourage urban students of all racial and ethnic backgrounds to achieve their full intellectual and social potential. The school will offer an educational setting that integrates the traditional Pacific Rim cultures' emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

While the academic curriculum will place a strong emphasis on core knowledge such as reading, writing, mathematics, science, and social studies, it will also include an in-depth focus on Pacific Rim cultures and languages. By extending the school day and school year beyond the standard lengths, the Academy will provide students with wide opportunities to investigate global concerns, cross-cultural issues, and potential careers. Furthermore, students will learn to apply the knowledge gained in their range of academic courses through participation in community service projects and youth apprenticeship programs in Boston workplaces.

Whether they join the workforce or pursue post-secondary education, graduates of the Academy will be prepared through their mastery of a solid core curriculum to lead productive and meaningful lives in an increasingly complex society.

B. As a charter school, your school will be a "laboratory of innovation" in the State's larger education reform effort. With this in mind, what impact do you hope your charter school will have on the state of public education in the Commonwealth of Massachusetts?

The Academy hopes to make a tremendous positive impact on the state of public education in Massachusetts. The Academy will offer urban students a traditional education fulfilling their cognitive, affective, and social needs through rigorous schooling, individual attention, a structured environment, and a focus on self discipline and personal values. The Academy will also be the first school of its kind in the area to focus on the cultures of the Pacific Rim. This new school will demonstrate how a curriculum focused on the Pacific Rim can prepare urban students of all backgrounds for life in a complex, global economy. Finally, the school will utilize the rich resources of the city, especially the diverse and multi-faceted area in and around Chinatown and the Midtown Cultural and Medical District, through partnerships with major academic, medical, and cultural institutions, employers, and community agencies to fulfill its objectives. By combining technological and educational innovation with a traditional, rigorous academic curriculum and a full offering of co-curricular activities

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in an expanded school day and school year, the Academy will serve as a model for other communities concerned about quality education in the 21st century.

## **2. School Objectives**

### **A. What are the school's broad academic objectives for student learning?**

The Academy aims to produce students who are literate in the cultural, academic, and social skills necessary to succeed in this country, but who also possess the knowledge of Pacific Rim countries and strong cross-cultural skills to lead productive lives in a global economy.

The Academy's broad academic goals are drawn from the Massachusetts Common Core of Learning. They are:

#### **Thinking and Communicating. All Students will:**

- Read, write, and communicate effectively.
- Use mathematics, the arts, computers and other technologies effectively.
- Define, analyze and solve complex problems.

#### **Gaining and Applying Knowledge. All students will:**

- Acquire, integrate and apply essential knowledge in Literature and Language, Mathematics, Science and Technology, Social Studies, History and Geography, Visual and Performing Arts, and Health.

#### **Working and Contributing. All students will:**

- Study and Work Effectively.
- Demonstrate Personal, Social and Civic Responsibility.

In addition, because of the special focus on Pacific Rim cultures, the Academy has added as an academic objective:

#### **Expanding Cultural Knowledge and Appreciation. All students will:**

- Know important information about and understand and appreciate the contributions of the Pacific Rim cultures throughout history and be able to apply their knowledge to modern times.
- Speak, Read, and Write in a language of a Pacific Rim nation.



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**B. Describe any non-academic goals for student performance.**

Self-discipline, self-actualization, respect for one's self and others, and positive social values are the dominant non-academic goals of the Academy in the classroom, the community, and the workplace. Students will be exposed to the rich variety of cultures and traditions of the Pacific Rim as well as to the rich variety of cultures in the city of Boston. By providing students with opportunities to a relevant and rigorous curriculum and to work in the real world through community service and youth apprenticeship programs, the Academy will enable students to develop a better sense of themselves and gain self-confidence. In addition, students will develop skills and knowledge that will help them excel in a workplace. This exposure to the work environment will help inspire students to set high career goals for themselves.

Not only will students be expected to discharge their responsibilities to the school, but their parents, employers, and other adult volunteers will be involved by means of a signed educational and social contract as a way to fulfill their obligations as significant persons in the life and development of the student.

**3. Statement of Need**

**A. Why is there a need for this type of school?**

For years the Boston Public Schools has proved unable to meet the needs of Boston youth - especially in terms of traditional academic performance and discipline. During the last three years student performance has continued to decline.

- The majority of graduating seniors are not reading at the national average.
- Only four grades are scoring at or above the national average in reading.
- When the exam schools are factored out, more than two-thirds of the seniors are reading below the 40th percentile.
- Minority students continue to perform at lower levels than white students.
- Less than 20% of the schools have reached the minimum standards in reading achievement set by the school department.
- Thirty-two percent of entering ninth graders drop out of school.
- Violence in the schools remains at unacceptably high levels.
- About 4% of BPS minority students who go on to college complete their degree.

In addition, BPS students have lacked opportunities to explore the languages and cultures of the Pacific Rim in depth. Students who do express interest in the Pacific Rim often receive no institutional encouragement or support. Given the rapidly changing economy and the booming growth of many Asian nations, students deserve the chance to focus their academic careers on the Pacific Rim if they so choose.



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Students also are too often insulated from the real world and do not have the opportunity to apply the knowledge they acquire in the classroom to real world issues. Consequently, many students graduate from high school ill-equipped to face the challenges presented by the global marketplace.

Finally, parental involvement has been reduced to a minimum and has focused on meeting legal requirements rather than student and school needs.

**B. Explain why the charter school model would be an appropriate vehicle to address this need.**

The charter school model is the ideal vehicle to address the above needs because charter schools are designed to be "laboratories of innovation." The Academy will fulfill these extremely important needs by:

1) serving as the only school in the Commonwealth with a strong academic focus on the cultures and languages of the Pacific Rim.

2) accenting discipline, respect, and parental involvement as vital ingredients without which effective education cannot proceed.

3) offering students a relevant and rigorous academic curriculum.

4) providing students with opportunities to find their place in the real world, rather than insulating them from reality.

5) utilizing the full resources of the city through partnerships.

6) enabling the full implementation of school based management with the flexibility in decision-making to meet the needs of the students enrolled through flexible scheduling, staff accountability, and efficient use of resources in direct services to students.

#### **4. Profile of Founding Coalition**

**A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders and their background and experiences.**

The founding group is a diverse, grass-roots coalition of parents, educators, community members, local professionals, and academics. The group also includes representatives of several partner institutions, including Emerson College, New England Medical Center, and Tufts University.

The core working group includes:

- \* Alex Bok, South End parent
- \* Mimi Chiu, Boston Public School teacher
- \* Robert Consalvo, Hyde Park resident, Boston Redevelopment Authority
- \* Rebecca Doherty, Charlestown resident

- 
- \* Carola Wilder Endicott, New England Medical Center
  - \* Robert Guen, Jamaica Plain parent, Chinatown community leader
  - \* Stephen Hantman, Community Builders
  - \* John Hamano, Clerk Magistrate, Charlestown District Court
  - \* George Joe, Allston-Brighton Parent
  - \* Paul H.M. Lee, Chinese Economic Development Council
  - \* David Lee, economic and cultural representative, Republic of China
  - \* Michele Lew, Kennedy School of Government graduate student
  - \* Grace Yong Madsen, Boston Public School teacher
  - \* Carol Naber, West Roxbury Parent
  - \* Swan Oey, Community Builders
  - \* Scott Ratzan, Emerson College
  - \* Barbara Rubell, Tufts University
  - \* Mary SooHoo, Chinatown Parent
  - \* Helen Chin Schlicte, Boston community leader
  - \* Ross Terrill, Harvard University
  - \* James Vrabel, Economic Development and Industrial Corporation
  - \* Reggie Wong, Chinese Consolidated Benevolent Association

Strong support and guidance has been provided by hundreds of community leaders, activists, and educators in preparing and reviewing the school concept and the application.

**B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.**

The group came together at the urging of community leaders when the charter school application process was announced. Members of the founding group agreed on the importance of an academically rigorous public school that emphasized Pacific Rim cultures and parental involvement. The group has been working together for more than one year to develop the application and to outreach to parents and community leaders. The group chose not to file an application in 1994 but instead to concentrate its efforts on the 1995 application process in order to increase the opportunity for input by the community.

**Partnership Arrangements.** As stated above, the Academy is already working closely with Emerson College, New England Medical Center, and Tufts University, institutions which are active in the Chinatown neighborhood, and it will continue to establish partnerships which will help the school advance its mission. Emerson College is committed to assist with school athletics and a business communications curriculum. New England Medical Center will assist with apprenticeship programs and linkage with the science and health curriculum. Tufts has committed to work with the Academy on providing library resources, internships, mentoring and tutoring programs, and staff development. A working arrangement for space is currently being negotiated with Don



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Bosco High School, also located in Chinatown. The representatives of the Republic of China have expressed strong interest in working with and supporting the efforts of the Academy. They have already hosted a community meeting to review school plans. Lesley College is the third institution of higher education to indicate its desire to get involved with the Academy. Other potential partners include U.S. and foreign-owned businesses, cultural institutions, and governments of other Asian nations. Partners will contribute in-kind instructional services, management assistance, and internship opportunities for students.

C. Include any plans for further recruitment of founders or organizers of the school.

The Academy will continue to actively recruit individual and institutional partners. The founding coalition will make particular effort to recruit parents and other leaders in the local community.

## 5. School Demographics

A. Describe the area where the school will be located.

The Academy will be situated in Boston, near the heart of the city's Midtown Cultural District. See maps in Appendix A.

### An Overview of Demographics in Boston

Boston's population increased by 2 percent during the 1980s, from 562,994 to 574,283 persons. Minorities increased from 32 percent to 41 percent of the City population.

The Asian population represents the fastest growing ethnic group in Boston. The Asian population **more than doubled** from 15,150 in 1980 to 30,388 in 1990. The Hispanic origin and "others" population also increased by 57 percent, going from 43,518 to 68,269 persons. Meanwhile, the Black population increased by 14,686 persons, or only 12 percent, from 122,203 in 1980 to 136,889 in 1990.

The White population decreased by 43,387 persons, or over 11 percent, from 382,123 in 1980 to 338,786 in 1990.

Between 1980 and 1990, Boston lost over 36 percent of its high school age population, age 14-17, according to the respective U.S. Census counts, but persons under 7 years were again showing significant increases. However, consistent with the increasing Asian population in the city, in 1990 nearly 22 percent of Asians were under 18 compared to 19 percent for the entire Boston population, and about 44 percent were between 10 and 17 compared to 40 percent for the city as a whole.

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**B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

The location was chosen based on its proximity to Boston's strong Asian community and to business, educational, and cultural resources that will be incorporated into the Academy's program. The location is also easily accessible by public transportation for students and parents in all of Boston's neighborhoods and even to surrounding communities.

Given the Academy's desire to prepare students for the global marketplace and its curricular focus on Pacific Rim cultures, Boston is the only location in the Commonwealth well-suited for the school. Boston provides a multi-cultural, international business climate ideal for the Academy's program. In addition, the founding group members have significant professional, personal, educational, and cultural ties that will facilitate the establishment of the school in Boston.

**C. Describe any unique demographic characteristics of the student population to be served.**

The Academy will be co-educational and open to students of all races and ethnicities in Boston. While the emphasis on Pacific Rim cultures will probably generate many applicants of Asian descent, we are confident that the traditional approach to education, emphasis on self-discipline and parental involvement, apprenticeship opportunities, and location will attract a broad cross-section of students. Many of the applicants will likely be students who have been unable to get the quality of education that they expect and need from the Boston Public Schools. These students will be attracted to the Academy because of its top quality academic program and its respect of all students' cultural and language backgrounds.

**D. What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal?**

The Academy will begin its operation with 150 students in two classes each of grades 6, 7, and 8, and it will grow to its maximum size over a four year period. The Academy will have a maximum enrollment of 350 students, with two classes of 25 students each per grade.

**E. What grade levels will be served? How many students are expected to be in each grade or grouping?**

The Academy will formally offer course work in grades 6-12, and 50 students will be enrolled in each grade. However, there will be every opportunity for students to work individually or in groups at levels more suited to their skills. In addition, students in the upper grades will be able to participate in college-level courses at cooperating post-secondary institutions. Upper level students will also be able to tutor and serve as peer leaders for younger students.



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The Academy intends to uphold all of the provisions of the state and federal constitutions; however, in concert with the latest research results on enhanced achievement for girls in math and science, the Academy intends to request a waiver which would call for the establishment of a pilot program under which boys and girls will voluntarily agree to be assigned to separate classes when studying mathematics and science. Boys and girls will be fully integrated for all other curricular, co-curricular and extra-curricular activities.

#### **6. Recruiting & Marketing Plan**

##### **A. Demonstrate how you will publicize the school to attract a diverse pool of applicants.**

The Academy will actively seek to attract a diverse pool of applicants in all of its formal methods of outreach and publicity. Using as a guide the principles of the City of Boston's Affirmative Fair Housing Marketing Procedures, which meets a variety of state and federal guidelines and court consent decrees,, the Academy will make equal and quantifiable efforts in every neighborhood.

Among other activities, the Academy will:

- Hold evening community meetings in every neighborhoods across the city for prospective students and their parents.
- Provide information to guidance counselors and students in ALL existing public and private schools.
- Distribute literature to community organizations in every neighborhood.
- Place advertisements in all community newspapers.
- Hand out posters and brochures in all communities.
- Solicit media coverage of the program. Indeed, there already have been two positive stories about the Pacific Rim charter school in the Boston Globe and the Boston TAB.

The Academy will also work closely with the Executive Office of Education and the Massachusetts Department of Education to publicize the school.

The Academy will also coordinate its marketing activities with a variety of community based organizations, including the following:

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Action for Boston Community  
Development, Inc.  
178 Tremont Street, Boston

Alliance for Young Families  
30 Winter Street, Boston

Asian American  
Resource Workshop  
Kneeland Street, Chinatown

Big Brother Association  
Washington Street, Boston

Big Sister Association  
Massachusetts Avenue, Boston

Boston Indian Council  
105 South Huntington Street  
Jamaica Plain

Bowdoin Street Health Center  
200 Bowdoin Street, Dorchester

Brookside Community  
Health Center  
3297 Washington Street,  
Jamaica Plain

Casa Myrna Vasquez  
Box 18019, Boston

Casa Nueva Vida  
Homeless Shelter  
53 Glen Road, Jamaica Plain

Chinese Progressive Association  
164 Lincoln Street, Chinatown

Codman Square Health Center  
6 Norfolk Street, Dorchester

Cooper Community Center  
1891 Washington Street, Boston

Dorchester Bay Economic  
Development Corporation  
594 Columbia Road, Dorchester

Dorchester Counseling Center  
622 Washington Street,  
Dorchester

Dorchester House  
Multi-Service Center  
1353 Dorchester Avenue,  
Dorchester

Dudley Street  
Neighborhood Initiative  
513 Dudley Street, Roxbury

East Boston Neighborhood  
Health Center  
10 Gove Street, East Boston

El Centro del Cardenal  
76 Union Park Street,  
South End

Freedom House  
14 Crawford Street, Dorchester

Gang Peace  
318-A Blue Hill Avenue,  
Roxbury

Haitian Multi-Service Center  
12 Bicknell Street, Dorchester



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Harvard Street Neighborhood  
Health Center  
632 Blue Hill Ave., Dorchester

Inquilinos Boricuas en Accion  
405 Shawmut Avenue, Boston

Jamaica Plain APAC  
20 South Street, Jamaica Plain

La Alianza Hispana  
112 Stoughton Street,  
Dorchester

Lena Park Neighborhood Center  
150 American Legion Highway,  
Dorchester

Little House Health Center  
990 Dorchester Avenue,  
Dorchester

Mattapan Community  
Health Center  
1425 Blue Hill Avenue,  
Mattapan

Quincy School Community  
Council  
885 Washington St., Chinatown

Roslindale Community  
Health Center  
Roslindale Square, Roslindale

Roxbury Comprehensive  
Health Center  
435 Warren Avenue, Roxbury

Roxbury Multi-Service Center  
317 Blue Hill Avenue, Roxbury

SNAP  
554 Columbus Avenue,  
South End

South Cove Comm. Health Ctr.  
145 South Street, Chinatown

South Cove YMCA  
48 Tyler Street, Chinatown

Uphams Corner Community  
Health Center  
500 Columbia Road, Dorchester

Vietnamese Civic Association  
1486 Dorchester Avenue,  
Dorchester

Villa Victoria Cultural Center  
406 Shawmut Avenue, Boston

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The Academy will utilize the following neighborhood newspapers for advertising and other marketing activities:

Allston/Brighton Journal	Jamaica Plain Citizen
Bay State Banner	Jamaica Plain Gazette
Brazilian Times	North End Post Gazette
Dorchester Community News	Parkway Transcript
Dorchester Argus Citizen	Roxbury Community News
El Mundo	Sampan
East Boston Times	Sing Tao
Hyde Park Tribune	South End News
Hyde Park/Roslindale Gazette	South Boston Tribune

**B. What type of outreach will be made to potential students and their families?**

The Academy will recruit volunteer liaisons from every neighborhood to conduct outreach in various communities of greater Boston. It will also organize monolingual and bilingual meetings to explain the school's program, and it will send representatives to neighborhood functions throughout the city and to city-wide public and private school organization meetings.

The Academy will make a special effort to reach youths who might not otherwise consider the school. The Academy will work closely with youth organizations in Beacon Hill, Dorchester, Jamaica Plain, the North End, Roxbury, South Boston, the South End, and other communities in order to recruit students at all grade levels.

The Academy hopes to have a student body that reflects the diversity of Boston. The Academy also hopes to have a student body that is 50% male and 50% female.

**C. Describe efforts to recruit students without parents to advocate on their behalf.**

Staff members in community organizations such as ABCD, the YMCA, Boston Community Centers, and the Boys and Girls Clubs work closely with individual youths and understand their needs well. The Academy will establish long-term relationships with these staff members in order to recruit students without parents to advocate on their behalf. In addition, the Academy will formally recognize community organization staff members and street workers as advocates for certain students.



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## 7. Admissions Policy

### A. Describe the admission methods and standards you will use to select students.

To be eligible for enrollment, students must demonstrate strong interest in the Academy by completing an entrance application and interview. In addition, students and their parent(s) or advocate must sign an educational and social contract with the school delineating the roles and responsibilities of each party. Among the specific roles and responsibilities will be such standards as those for student behavior and discipline, hours of student homework, parental assistance with homework, parental involvement with in-school activities, and the like. The student and parent/advocate contracts will be developed by the Academy's principal and staff and approved by the Board of Trustees. Grades and test results will not be used to determine admittance.

### B. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery for students both within and outside the district.

As described in #6A - C above, the school will use extensive outreach to parents and students through the media, community agencies, personal contacts, public and private schools, community meetings, and word of mouth.

Applications will be deemed complete and students eligible for enrollment when the parent, guardian, or advocate and student have fulfilled the formal paper application and face-to-face interview process, and have signed the educational and social contract.

A list of students eligible for admission will be compiled. Students will be selected for admission by lottery, using many of the features contained in the Controlled Choice assignment process used by the Boston Public Schools.

Eligible students will be assigned random numbers by a computer. Students with the lowest numbers in the lottery will be assigned first. The only exception is for siblings of students already attending the Academy, who will be given preference (similar to the practice in the Boston Public Schools).

Eligible students will be divided into three pools.

**Pool #1** will include students who are Boston residents and who live *within one mile* of the school site. This area includes neighborhoods in the Back Bay, South Boston, Beacon Hill, Bay Village, Downtown, and the South End. Included also are the Cathedral, Castle Square, and D Street public housing developments. (The Boston Public Schools use a 1 1/2 mile radius for middle school students and a 2 mile radius for high school students for transportation purposes and to determine what they call "walk-zone preference.")

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**Pool #2** will be composed of Boston residents and live *more than one mile* from the school site.

To promote further diversity - economic as well as racial and ethnic - and to bring students from Boston and its suburbs together, **Pool #3** will be made up of students who are not Boston residents. Students will only be selected from Pool #3, however, if all eligible students Pools #1 and #2 have been selected.

To develop a strong link with the surrounding community, *half* of the available seats in each grade will go to students in Pool #1. (The Boston Public Schools' court approved Controlled Choice Plan allows for 75% of students to receive "walk zone preference.") To promote even more diversity and to ensure access for students from throughout the city, the other half of the seats will go to students in Pool #2. If there are more seats than students in either pool, they will be assigned to students of the other pool. Only when all students are assigned from Pools #1 and #2 will students be assigned from Pool #3.

If there are more students than seats, a waiting list will be compiled, based on the student's random number. Eligible students who apply after the deadline and who complete the admissions process can be placed at the end of the waiting list, in order of the date their applications were received.

In its first year of operation, students will be selected in June. In subsequent years, in order to allow parents to make informed choices, the process will take place in January at the same time as the Boston Public School assignment process.

**Timetable (1995 only):**

- |                   |   |
|-------------------|---|
| Late March        | • Academy holds press conference to publicize the school and introduce the principal. |
| March to May      | • Academy holds community meetings and conducts other recruitment efforts.            |
| Mid to end of May | • Admissions committee interviews and selects students.                               |



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**C. Explain how these policies further the mission of the school in a non-discriminatory fashion.**

As noted above, the Academy is open to students of all races and ethnicities in Boston. The Academy wants its educational program to reach students of all backgrounds and perspectives and it actively seeks a diverse student body.

The outreach, recruitment and selection programs proposed above are designed to attract students from all neighborhoods of the city. While the emphasis on Pacific Rim cultures will probably generate many applicants of Asian descent, we are confident that the traditional approach to education, emphasis on self-discipline and parental involvement, apprenticeship opportunities, location and selection process will all serve to attract a broad cross-section of students. Boston's Quincy School in Chinatown and the Two-Way Bilingual Hernandez School in Dorchester, both over-enrolled and with long waiting lists, serve as models of how good schools can attract students of all races and cultures.

#### **8. Timetable**

**Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.**

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February 15	• Submit final application to Secretary of Education.
March 15	• Charter approved for the Academy.
Late March	• Academy holds press conference to publicize the school and introduce the principal. • Founding coalition establishes the Board of Trustees.
March to May	• Academy holds community meetings and conducts other recruitment efforts.
April-June	• Principal recruits Academy staff. • Board signs agreement to lease space from Don Bosco Technical High School and finalizes renovation plans. • Board fills teaching and other staff positions. • Board submits governance documents and liability and insurance plans to the state. • Board develops fundraising strategy.
Mid to end of May	• Admissions committee interviews and selects students.

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April -August	<ul style="list-style-type: none"> <li>• Staff and partner institutions develop curriculum and order materials, supplies, computers and other equipment.</li> </ul>
August	<ul style="list-style-type: none"> <li>• Board negotiates with local school districts regarding payment schedule and transportation.</li> <li>• Academy and Don Bosco complete building renovations.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Academy begins.</li> </ul>

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## **9. Evidence of Support**

**A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.**

While, members of the Boston Chinatown and Massachusetts Asian communities have consistently voiced strong support for the Academy, the Academy has been fortunate to also receive support from neighborhoods and ethnic groups all across the city because of the quality of the educational program offered. Members of the founding group have attended several large community meetings and dozens of smaller ones to describe the Academy and obtain input. The letters of support and petitions included in this proposal come from individuals throughout the Commonwealth and from a wide spectrum of community organizations and institutions.

**B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders, and others.**

Attached in Appendix B are letters of support and petitions from individuals, community organizations representing hundreds of Boston residents, major institutions, and businesses.

## **10. Educational Program**

**A. Describe the educational program of the school, providing a detailed overview of curriculum objectives and content in the main subject areas.**

The school day will be divided into the morning Academic Curriculum (8AM to 2PM) and an afternoon Enrichment Curriculum (2PM to 5PM).

The educational program will be rigorous, and students will be held to the highest standards of excellence. Students will study English language arts/communication skills, mathematics, science, social studies, humanities, foreign languages, and international politics and business. Computers and technology will be



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integrated throughout the curriculum and will play a prominent role in the educational program.

The academic day will not necessarily be structured in traditional five to seven class periods. Instead, faculty will determine the blocks of time appropriate for the subject matter, and the schedule may vary at different times during the year. There will be no tracking by ability level in the academic curriculum.

In the afternoons, the Academy will offer athletics, youth apprenticeships, career exploration, and hands-on arts and cultural activities. Whenever possible, these experiences will be coordinated with the academic subjects currently under study.

Below is a description of the Academy's curriculum.

### **Academic Curriculum (8 AM to 2 PM)**

The academic curriculum will incorporate and expand upon the classical secondary school model. Students will be required to master the following subjects:

- |   |         |
|---|---------|
| - English Language Arts/Communication Skills                        | 7 years |
| - Mathematics   | 7 years |
| - Science (with Lab)  | 7 years |
| - Social Studies, History, Philosophy,<br>(American/Asian/European) | 7 years |
| - Arts and Culture, Eastern and Western Civilization                | 7 years |
| - Foreign Languages   | 7 years |
| - International Political & Business Issues                         | 3 years |

*Language Arts/Communication Skills.* The Academy recognizes that students will enter at very different levels of competence and motivation in the basic areas that structure the Language Arts/Communication Skill. Because of the importance of communication skills, the Academy's curriculum in this area is moving beyond the traditional "English" as a major academic subject approach.

Achievement in any subject area requires the mastery of skills in reading writing, speaking, and listening. While Language Arts/Communication Skills will be taught as a subject matter class daily, the development of these communication skills will no longer be the sole responsibility of the English or Language Arts teacher. Student mastery of these skills will be an interdisciplinary mandate. Proficiency in these communication skills is essential to the development of productive study skills and critical thinking in all areas of the curriculum. Interdisciplinary teams will also determine how study skills will be learned and will implement the methods in all subject areas so that students receive constant reinforcement.

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Through this integrated approach to Language Arts/Communication Skills coupled with enrichment and remediation options in the afternoon as an integral part of the curriculum, the Academy will ensure that each graduating student meets the following types of minimum core goals:

*In writing:* Three 3-5 page papers correctly spelled and punctuated, with good grammar and appropriate style and usage of the following types: 1) an essay; 2) a narrative; and 3) several job application cover letters. Written English language skills will be developed through a writing curriculum that specifically teaches and gives constant practice in spelling, grammar, and usage. Most importantly, the curriculum will require frequent writing assignments across subject matter.

*In speaking and listening skills:* A speech; an interview; participation in a play or a poem and prose recital; a radio/television/videotaped broadcast, or a science fair presentation. The speaker should enunciate clearly, pronounce words properly, and appear reasonably poised. Verbal skills will be developed primarily by a constant emphasis on proper patterns of English speech and pronunciation, not only in language arts classes but throughout the school day.

*In reading/literature/humanities:* Basic understanding of a news or magazine article of reasonable complexity, or of a nonfiction book; and familiarity with some of the great writers and works of the East and West, including the Bible, the Qu'ran, Confucius, Lao-Tse, the Three Hundred Poems of the Tang Dynasty, Buddha, Shakespeare, Wordsworth, Thoreau, Whitman, Marx, and Freud. Students will explore differences and similarities in Eastern and Western literature and thought through discussions of certain universal themes: family, community, freedom, order, loyalty, discipline, and self-actualization.

*In critical thinking:* The ability to apply thinking skills at the higher levels of Bloom's Taxonomy in the Cognitive Domain. Application, Synthesis, and Evaluation skills will be practiced in all subjects and students will demonstrate their ability to think critically at these levels through writing, speaking, listening, and reading exercises and projects across all subject matter.

In addition, in the 11th grade and first half of 12th grade, college-bound students will work intensively on skills designed to prepare them for academic university studies and entrance exams. At the same time, students not intending to enroll in universities immediately after graduation will work intensively on written and verbal communication skills designed to help them get good jobs and advance to higher levels in their careers.

Using the results of student progress resulting from formative evaluation (#12C,) students and their parents/advocates will meet with language



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arts/communications skills teachers to determine the enrichment and remediation options appropriate for the student in the next semester. Enrichment and remediation groups, whether held within or outside of the walls of the Academy, will typically be small. Implementation of this program will rely heavily on university students, professionals, volunteers from the community and partner institutions, and on computers and audio-visual equipment. Course offerings will multiply as the school expands and will eventually include the following: school and community newspaper (such as Sampan) writing; broadcasting; yearbook; poetry (including haiku); acting and cinema workshops using local theater district and university resources; tutoring and homework assistance using fellow students, teachers, and volunteers as aides; language labs; community outreach by teaching English to recent immigrants; use of dictating and other audiovisual equipment for feedback; computer drills and verbal games; self-testing materials; verbal and written translation skill development (preparing students for careers as interpreters); and workshops with simulated and actual job application activities.

For information on the Academy's bilingual/ESL program, please see the response to Question 19B below.

*Mathematics.* The mathematics curriculum will follow the recommendation of the NCTM Standards. The primary goals of the mathematics curriculum will be to enable students to become good problem solvers; fluent enough in the languages of mathematics to communicate mathematical solutions in a clear and precise manner; familiar with the reasoning processes in mathematics and able to solve problems in a variety of ways; and aware of how mathematics is connected to everyday life.

In grades 6-8, the following topics will be addressed through an activity-based curriculum: number and number relationships, number sense and number theory, estimation and computation, patterns and functions, algebra, geometry, measurement, and statistics and probabilities.

The mathematics curriculum in grades 9-12 will reflect traditional high school mathematics programs. Students will begin in the 9th grade with geometry, both from a synthetic perspective and from an algebraic perspective. In the 10th grade, students will cover algebra and functions, and in the 11th grade, they will study trigonometry. For 12th graders, the Academy will offer course work to explore concepts underlining calculus. In addition, students who qualify for advanced standing based on achievement tests will study calculus in partner post-secondary institutions during their senior year.

*Science.* The Academy's science program will follow the framework recommended by the Massachusetts Department of Education. In all grade 6-12 science classes, students will learn the basic scientific inquire skills: making

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observations; asking questions; planning and conducting simple investigations; determining what data to collect and how; organizing data for interpretation; and communicating results of inquiry. Students will cover topics in physical science, life science, and earth and space science. Through partnerships with other institutions, students will have opportunities to experience first-hand the relationship between science and human affairs. The program will also take advantage of the many distance learning opportunities such as the T.E.A.M. project.

Special attention will be paid to the developmental needs of the students. Physiologically, youth between the ages of 12 and 15 experience the greatest brain and body growth. Consequently, the curriculum will place heavier emphasis on understanding the human body and its interaction with the physical world during the middle school years. Drug, health, and nutrition education will be integral components of the science program during these years.

During the high school years, students will be more capable of working with abstract ideas. The science program for the 9-12th grades will emulate other academically rigorous high school programs. The curriculum will include biology in the 9th grade, chemistry and ecological studies in the 10th and 11th grades, and physics in the 12th grade.

*Social Studies/History/Philosophy.* The social studies curriculum will be designed to help students gain awareness of their surrounding society and the global development of other countries. Students will achieve these goals through related academic instruction, enrichment activities, and community and business partnership involvement.

The curriculum will follow the guidelines and requirements issued by the State Department of Education. However, Academy students will also be required to study the culture and history of a specific country/race in depth (other than the traditional American culture and history). Students will have two academic years, the 6th and 7th grades, to make their specific choice. A research paper or related project reflecting each area of concentration (American culture/history and the chosen "other" culture/history) is required for graduation.

Projects and cultural activities will be constantly encouraged and undertaken. Students will consequently 1) equip themselves with local and international knowledge so as to develop a better understanding and appreciation of all human beings and cultures; 2) gain confidence in handling cross-cultural interpersonal relationships, social situations, and occupational crises; 3) learn analytical and map reading skills; and 4) develop a sense of justice and good citizenship.



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The structure and legislature of U.S. government will be introduced to all levels of students. However, the choice of vocabulary and the depth of materials chosen will differ according to the students' level.

Citizenship and government education, including current events, will be integrated with the main social studies curriculum. Students will be able to explore and research their "other" culture/history with the assistance of adult advisors.

The social studies curriculum will be divided into four levels:

Level A (Grades 6-7)

Ancient civilization (East and West)

World history (1600-1900)

Voyages and trades

Cultures

Map reading skills

Level B (Grades 8-9)

Neighboring countries (North and South America)

European Renaissance and Reformation

The Eastern World

Pre-Colombian Civilization

U.S. history and culture

Map reading skills

Level C (Grades 10-11)

Civil War

World wars and the Great Depression

Post-war era

Richness of different races

Multiculturalism in the U.S. in comparison to other countries

Prejudice and bias in society linked with human desire and education

Map reading skills

Level D (Grade 12)

The changing global geography

Communism, dictatorships, and democracy in a changing world

Actualization of academic knowledge through community service

Small study groups for graduation research papers or projects

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## **Enrichment Curriculum (2:00 PM to 5 PM)**

*Physical Education and Sports.* The Academy will provide the physical education classes required by state law: 30 hours of instruction for students in grades 6-10 and four points for high school graduates. Instruction will be provided by certified P.E. teachers on contract.

In addition, it should be noted here that Academy students will begin the school day with a 20 minute aerobic/calisthenics exercise program, similar to those conducted in many East Asian countries. Students will not only establish a healthy fitness routine that they can maintain for life, they will also gain energy that will help them through the school day.

The Academy will also offer a range of fall, winter, and spring sports at both the intramural and interscholastic levels. Each season, the Academy will feature both team and "lifetime" individual sports for girls and boys. For example, the fall season could include volleyball and golf; the winter season could feature basketball and swimming; and the spring season could offer track, baseball, softball, and tennis. The range of programs will expand as the Academy's student enrollment increases.

In addition to traditional American sports, the Academy will offer instruction in tai chi, tae kwon do, and kung fu, sports popular in Pacific Rim nations. Asian folk dancing will be incorporated into the physical education program as well.

Instruction and coaching will be provided on a volunteer basis by parents and college mentors. Emerson College has agreed to participate in the athletic program, and it is expected that other area colleges with athletic teams such as Tufts University, Northeastern and Boston College will likely follow suit.

All practices and games will be scheduled after academic instruction hours. Facilities will be provided by the Academy's partners, including Don Bosco Technical High School, New England Medical Center, Tufts University, and South Cove YMCA.

*Arts and Cultural Activities.* Hands-on arts and cultural experiences will be offered during the afternoon time period. Students will be encouraged to participate in visual, performing, and literary arts of their interest.

The Academy aims to establish partnerships not only with Boston's grand cultural institutions, but also with the community arts and cultural organizations throughout the area neighborhoods. The location of the Academy in the Midtown Cultural District allows the school to take full advantage of the expansion of Boston's cultural district.



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*Youth Apprenticeships.* A youth apprenticeship program for students in grades 9-12 will be modeled after Boston's successful Project ProTech. The Academy program will combine on-the-job learning with classroom instruction and opportunities for post-secondary education. Other elements of the youth apprenticeship program will include: paid work and a progression of on-the-job learning experiences; active participation of employers in all aspects of the apprenticeship program; integration of academic and vocational instruction; structured connection between the Academy and post-secondary institutions; and certification of mastery of occupational skills.

The New England Medical Center, one of the school's partner institutions, is a leader in youth apprenticeship programs and will work closely with the Academy in this area of the curriculum. The Academy will seek one other major partner in the international business sector to help develop the apprenticeship program.

Students in grades 6-8 will have ample opportunity to explore possible careers as well. These students will take field trips to learn about growing Pacific Rim industries and will meet with professionals in a variety of occupations.

*Central Artery/Tunnel Project Partnership Program.* The Academy is currently pursuing a partnership program with the Central Artery/Tunnel Project. The \$7.7 billion Central Artery/Tunnel Project will replace the current overcrowded artery with eight underground lanes through downtown Boston. CA/T is the largest and most expensive highway project in the history of the United States and will be the last piece of the U.S. Interstate highway system to be completed.

The CA/T's scope, historical implications, and long-term nature make it an ideal partner for the Academy. The CA/T will serve as a real-life laboratory in many areas of study: engineering, architecture, environment and ecology, biology, government and politics, community relations, and education. Currently, CA/T runs a high school intern program for minority students from impacted communities, but the Academy and CA/T envision a much more inclusive and long-term partnership.

*Community Service.* Community service is an essential element for integrating the Academy into the external environment and provides important learning experiences for students. Through on-going service activities, the Academy hopes to instill in students a sense of community responsibility that will carry over into adult life. Community service will be required of 11th and 12th graders. The type and location of service will be chosen by the student, with approval by the parent(s) or guardian.

One form of community service will involve contribution to the Academy itself. Students of all grades will be expected to help maintain the school by volunteering two hours a week to school maintenance and beautification.

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*Business and Political Communication.* Working with Emerson College, the Academy will offer special training in business and political communication, with particular emphasis on international issues. Emerson College professors and students will combine theoretical concepts with real world issues and practical experiences. Academy students will develop strong verbal and analytical skills for effective oral and written communication.

**B. What teaching methods will be used? How will this pedagogy enhance student learning?**

As much as possible, teachers will employ a hands-on approach to instruction and will involve students in active learning. Teachers will use a combination of Socratic, traditional, and teacher-as-coach methods, and they will emphasize interactive instruction. As the various afternoon programs demonstrate, the Academy strongly believes in learning by doing.

Learning to learn is the ultimate goal, which can only be achieved within a structured and student centered atmosphere that requires the best from all the participants. Throughout the curriculum, a pedagogy will be implemented that will produce active independent learners and critical thinkers. Interdisciplinary teams will design methodologies which will require that students learn how to learn.

The mastery of basic study and content skills will be complemented by learning activities that will require students to analyze, question, hypothesize, evaluate, and synthesize. To achieve this level of complex critical thinking, students must be given the opportunities to react and interact to questions and problems posed by teachers or peers.

The focus in the classroom is on the students and not the teachers. Small group collaboratives, with the teachers as facilitators and guides, can provide a thinking and reasoning forum for even the most timid of students. Independent, interdisciplinary projects coached by a team of teachers or volunteers can actualize the potential talents in those very individualistic and creative students. Real life problem solving by applying acquired academic or social skills not only demonstrates the relationship between school and life but also provides vital practice in using one's knowledge. Maintaining portfolios of significant works provides the students with the opportunities to evaluate their own and to realize their own scholastic development.

Just as this pedagogy attempts to eliminate the traditional insular nature of academic disciplines, so will this academy extend beyond the walls of the school building in order to encourage its students to learn from the diversity of the City of Boston.



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**C. Describe the school calendar and hours of operation of the school.**

The school year will consist of 210 days, divided into three sessions of 70 days from September through July. Each session will include 60 days of full academic programming and 10 days of intensive involvement in artistic, cultural, work, or community service experiences.

The school day will run from 8 AM to 5 PM. The academic day will consist of six hours of instructional time, and the remainder of the school day will be devoted to arts, athletics, youth apprenticeships, tutoring, and other extracurricular activities.

**11. Student Performance**

**A. Describe your proposed plan to assess student performance.**

Student performance standards will be set by the school community in accordance with the Academy's goals and mission. The Board of Trustees will approve the standards each year. Expectations for students will always be high, and every opportunity will be offered for students to meet those standards. At the same time, students must recognize that they bear significant personal responsibility for their own learning. Parents and advocates must also acknowledge the importance of their role in furthering the education of the students. While the Academy will work with parents and advocates to help them fulfill their role as supporters of learning, parents and advocates must recognize that it is their very personal expression of the importance of school and learning that most directly and significantly affects the child.

As noted earlier, the Academy's standards will be consistent with the Commonwealth's Core of Learning, and they will consist of outcomes in the following areas:

**Thinking and Communicating. All Students will:**

- Read, write, and communicate effectively.
- Use mathematics, the arts, computers and other technologies effectively.
- Define, analyze and solve complex problems.

**Gaining and Applying Knowledge. All students will:**

- Acquire, integrate and apply essential knowledge in Literature and Language, Mathematics, Science and Technology, Social Studies, History and Geography, Visual and Performing arts, and Health.

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**Working and Contributing.** All students will:

- Study and Work Effectively.
- Demonstrate Personal, Social and Civic Responsibility.

In addition, because of the special focus on Pacific Rim cultures, the Academy has added as an academic objective:

**Expanding Cultural Knowledge and Appreciation.** All students will:

- Know important information about and understand and appreciate the contributions of the Pacific Rim cultures throughout history and be able to apply their knowledge to modern times.
- Speak, Read, and Write in a language of a Pacific Rim nation.

Both **formative and summative evaluation** of student performance will be conducted. The outcomes will be measured by a variety of methods encompassing traditional standardized assessments and innovative performance and portfolio assessment. Summative evaluation methods are discussed in this section; formative in #12C below.

### **Summative Evaluation**

#### **a. Standardized Tests.**

1. Each year, a norm-referenced standardized test in reading and math will be administered to all students. Because, it is important that the Academy demonstrate its ability to produce effective learners and serve as an alternative to the Boston Public Schools, the Academy will use the same standardized test as the Boston Public Schools. Currently, that test is the Metropolitan Achievement Test.
2. The Academy will also participate in the Comprehensive Student Assessment and Accountability system being established by the State Department of Education.
3. The Academy will also use the results of the PSAT and SAT as outcome measures for 11th and 12th grade students.

**b. Performance Assessment.** Each student will be required to maintain a portfolio of performance in at least three areas of special interest. At least one of the portfolio areas will represent an activity in which the student is involved outside of the academic instructional time. The remaining two portfolio areas will focus on academic subjects selected by the student, one of which must be



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related to the inter-cultural mission of the Academy. A student may change her/his portfolio areas once a year.

**c. Post High School Performance.** To further assess student performance and the Academy's educational effectiveness, the Academy will review students' post-high school performances. The Academy will maintain records of the following information for each graduating class:

- Rate of college acceptance
- Rate of college completion within five years
- Rate of job placement in fields related to apprenticeship
- Average wages and salary increases over five years
- Participation in further training related to advancement in area of employment

**B. What remediation will be available for underperforming students?**

Members of the Academy faculty will meet with the underperforming student to develop an individualized learning plan that recognizes the student's areas of strength and weakness. Faculty members will be able to consult with learning specialists from partner institutions to design the ideal strategy for the individual student.

Each underperforming student will also be paired with an adult tutor for as long as necessary. Tutors will be drawn from the Academy's partner institutions and from the community at large, and they will receive training and support from Academy teachers.

**C. How will student development toward the school's stated learning objectives be measured?**

**Formative evaluation** of student development to provide feedback to staff and parents will be conducted on an on-going basis, both informally and formally. These data will be used to adjust the student's program and learning experiences to ensure fulfillment of the Academy's annual objectives.

**a. Informal Methods.**

1. Meetings with underperforming students to develop an individualized learning plan.
2. Attendance.
3. Participation in active learning.
4. Participation in after school activities.
5. Discussions with parents.
6. Completion of homework assignments.

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**b Formal Methods.**

1. Teacher made tests and performance assessments administered periodically.
2. Writing samples.
3. Grades.
4. Completion of special projects.
5. Mid-term and final examinations.

**12. Accountability**

**A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?**

1. The most important evaluation will be the degree to which the student outcomes assessed in #11A above are met.
2. In addition, a committee from the Board of Trustees will conduct annual reviews of the Academy's program. The committee will observe classrooms and afternoon programs, and will examine the student body's academic growth and improvement over time.
3. The Academy will conduct a formal parent survey at the end of each school year.
4. During the third year, and every five years thereafter, the Trustees will invite a team from the New England Association of Secondary Schools and Colleges, to evaluate the Academy using the Association's Middle and High School Standards. The Academy will seek and maintain formal accreditation from the Association.

**B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.**

The principal will formally evaluate all teachers and staff members two times during the academic year. The evaluation will be based upon two major criteria: the goals and procedures of the Academy, and the national Personnel Evaluation Standards for evaluating teachers and school administrators.

Like the Academy students, teachers and administrators will be required to compile portfolios of their work. Such portfolios may include videotapes of classes, lesson plans, papers, reports, and letters from parents and students. In order to encourage teachers to learn from one another, teachers will also receive peer review observations, which may be included in their portfolios.



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Among the specific criteria to be used to assess teachers are the following:

- Ability to reach students on an individual level
- Ability to work with groups of students
- Ability to motivate students and encourage critical thinking
- Ability to foster and maintain a positive learning environment
- Initiative and ability to follow through
- Teamwork and involvement in Academy activities

The principal will discuss and establish individual goals and standards with teachers.

Similarly, the Trustees will formally evaluate the principal two times during the academic year. The evaluation will also be based upon the major criteria of goals and procedures of the Academy and the national Personnel Evaluation Standards for evaluating teachers and school administrators. In addition, the principal will be evaluated on his/her ability to serve as an educational leader and manager of school resources.

**C. How do you plan to hold your school accountable to the public and the parents of the children in attendance at your school?**

The results from the formal accountability procedures described in #12A will be presented to the parents and general public by means of formal **Performance Report** published annually and distributed to the parents and the public. In addition, a public meeting will be held to discuss the report.

The Trustees will also complete an annual report as required by the Charter School statute.

**D. Discuss your plan for regular review of school budgets and financial records.**

The board of trustees will be responsible for regular review of school budgets and financial records using monthly and quarterly financial reports as the basis. An annual financial audit will be conducted by a CPA firm. The principal will assume responsibility for overseeing the day-to-day fiscal management of the Academy.

**E. Describe your system for maintaining school records and disseminating information required under public school law, including the annual report, as set forth in M.G.L. c.71, s.89.**

The board of trustees will assume responsibility for disseminating information required under public school law. The principal will be responsible for maintaining all school records. Legal counsel for the Academy will file a report annually with the Trustees detailing the school's compliance with the General Laws.

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### **13. Human Resource Information**

**A. Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials.**

The principal will be selected by the Board of Trustees. She/he will serve as the educational leader of the school, as well as its administrative manager. As educational leader, the principal will be responsible for building a teaching staff that functions as a team, developing curriculum and standards, recruiting and selecting students, involving parents in school activities, and conducting community outreach. As administrative manager, the principal will be responsible for all financial and operational matters pertaining to the school. The principal will be expected to work with staff, students, and parents whenever appropriate in fulfilling these duties. The principal should also call on the talents of the Overseers, Advisory Council members and the Board of Trustees when appropriate.

The Academy will look for the following qualities in its principal:

- A Bachelor's degree or higher
- Teaching, administrative, and leadership experience
- Commitment to the Academy's mission and objectives
- Ability to work with youth from diverse racial and socio-economic backgrounds
- Ability to identify and respond to the needs of students, teachers, parents, and the community
- Ability to develop a challenging academic environment for all
- Ability to design and implement innovative programs
- Ability to oversee the fiscal management of the Academy
- Comfort in interacting with the Board of Trustees, the Overseers, and Advisory Council
- Experience as a spokesperson
- Personal and professional integrity

Staff members will also be selected by the Board of Trustees, upon recommendation from the principal. Potential staff members will be required to submit a written application to the principal. The principal will then conduct interviews, and teacher applicants will be required to teach a model class.

The Academy will look for the following qualities in teachers:

- A Bachelor's degree or higher in the subject area the teacher plans to teach
- In-depth knowledge of the subject matter
- Experience in a classroom setting, as a teacher or an aide
- Commitment to the Academy's mission and objectives



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- Ability to work with youth from diverse racial and socio-economic backgrounds
  - Skills and interests in enrichment curriculum activities
  - Dedication to the intellectual and emotional growth of students
  - Comfort in interacting with students' parents
  - Ability to work as a member of a team
  - Personal and professional integrity

The Academy will recruit a pool of applicants diverse in race, gender, and talents. Teachers will not be required to be certified.

Staff from partner institutions will also teach specific courses or modules of courses in their areas of expertise. They will help train Academy instructors as well.

**B. What is the targeted staff size and teacher/student ratio?**

The Academy plans to have one full-time teacher for every 25 students. In the first year, the school will have six full-time teachers complemented by part-time teachers to ensure coverage of subject matter specialties. At maximum enrollment, the Academy will have 23 full-time teachers (FTEs). Whenever possible, the Academy will aim to hire instructors who are able to teach more than one subject. Student teachers and adult tutors will also be recruited to volunteer time in the classrooms.

**C. What professional development opportunities will be available to teachers and other staff?**

The Academy believes that on-going professional development opportunities are essential to the success of its educational program. Planning and development periods will be built into every school day for teachers and staff. In addition, institutional partners have already committed to organizing professional development programs for Academy teachers and allowing them to enroll in on-going graduate level classes at their institutions.

The Academy will also encourage teachers and staff members to collaborate with and learn from each other. Teachers will be encouraged to watch and review their colleagues in the classroom, and video equipment will be available for teachers to critique themselves.

**D . Describe your human resource policies governing: salaries, contracts, hiring and dismissal, and benefit packages.**

The Academy will be an equal opportunity, affirmative action employer. The Academy will offer a salary and health care package equivalent to that offered to teachers in most eastern Massachusetts school systems. Full-time faculty and

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administrators will also receive a workman's compensation insurance, long-term disability, and optional term life insurance package.

Salaries in the 1995-96 school year will be as follows:

Principal	\$60,000
Teacher	\$38,000
Educational Services Coordinator	\$30,000
Administrative Assistant	\$20,000

Staff will serve at the discretion of the principal, who will consult with the Board of Trustees. Teachers and administrators will sign one-year contracts which will include detailed job descriptions, performance standards, salary and benefits, and criteria for formal reviews. The contracts will be renewable.

Staff that fail to meet their performance standards will receive a written warning by the principal. If the staff member does not improve, she/he will receive a written dismissal. Severance pay will be a component of the contract.

#### **14. School Governance**

**A. Describe the internal form of management to be implemented at your school, including any plans to contract with an outside group to manage the school.**

The Academy will be an independent non-profit corporation, chartered by the Commonwealth and eligible to receive tax-deductible donations. The school will be governed by a Board of Trustees, with rotating five year terms. The Board of Trustees will consist of nine individuals drawn from the following categories: parents, community leaders, educators, institutional partners, employers, government. All meetings of the Board will be held in compliance with General Laws, Chapter 39, Sections 23A-23C ("The Open Meeting Law").

In addition to the Board of Trustees, there will be two advisory groups. The Overseers of the Academy, selected by the Trustees, will consist of business, academic, community, and other partner representatives who will assist the Board with fundraising and with placement of students for enrichment and vocational experiences.

Although not required by statute, there will be an Advisory Council, similar to the school councils established by General Laws, Chapter 71, Section 59C, consisting of the principal, parents (chosen by other parents), teachers, (chosen by other teachers), students, and community members. The Advisory Council will assist in identifying educational needs, reviewing the annual budget, and advising the principal



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on such matters as staff development, parental involvement and other similar matters which would be included if Section 59C were in effect.

The Academy does not intend to contract with an outside group to manage the school.

**B. How will the board of trustees be chosen?**

The first Board of Trustees will be established by the founding coalition, each Trustee to be assigned to a one to five year term by random drawing. New Trustees will be elected annually by the Board to expiring terms after being nominated by a nominating committee consisting of Trustees.

**C. Describe the roles and responsibilities of the board.**

The board will be responsible for approving all educational and operational policies for the school, including establishing the curriculum; creating and approving student and staff policies; reviewing and approving the annual budget (and monthly and quarterly financial reports); reviewing and approving the annual report required by the Charter School statute; hiring, overseeing, and dismissing the management; setting criteria for expelling students (subject to approval of such criteria by the Commonwealth); and hearing and acting on complaints concerning claimed violation of the Charter School statute.

**D. Describe the relationship of the board to teachers and administrators.**

All day-to-day management of the Academy will be the responsibility of the principal without interference from the Board of Trustees. The Board, in consultation with the teachers and administration, will develop the school's budget. A standing subcommittee of the Board will work directly with the teachers and administration in formulating curriculum policies and goals.

**E. Discuss the nature of parental and student involvement in decision-making matters.**

Parents and students will have an important role in school decisions by being represented on the Advisory Council. As noted above, the Academy's advisory council will be composed of teachers, parents, students, and community members. The council will provide advice to the principal by assisting in identifying educational needs, reviewing the budget, and working with the school on staff development, greater parental involvement, extracurricular activities, and in furthering safety, discipline, tolerance, and respect for all groups.. The Academy also believes that students should be empowered in an advisory/consulting role on school policy and will ensure that the student perspective is respected at Board meetings.

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## **15. School Community**

### **A. What type of community environment do you hope to foster at your school?**

The Academy hopes to foster an environment of intellectual challenge, collegiality, moral integrity, mutual respect, and self-discipline. Given its relatively small size, the Academy will encourage a strong sense of unity as well, at the same time appreciating the diverse backgrounds of the students and staff. Furthermore, in collaboration with its partner institutions, the school will promote the concept that a school is a community of learners and teachers without walls.

To mitigate negative peer pressure and to foster school spirit, the Academy will require uniforms, and will provide two uniforms to each student each year.

### **B. Describe the nature and extent of parent involvement in the life of the school.**

The Academy believes parental involvement is essential to the education and well-being of its students. As stated above, parents and guardians will be required to sign a contract with the school, and they will be expected to participate actively in the education of the student. Strong communication between parents and teachers will be particularly emphasized.

Whenever possible, the Academy will strongly encourage parents to get involved in school activities. Parents will be recruited to facilitate afternoon language and cultural clubs, organize community service events, and attend athletic and social functions.

### **C. Describe the relationship of your school to the surrounding community, and vice versa.**

The Academy will cultivate a symbiotic relationship with the surrounding community and indeed has already forged significant positive relationships with numerous local institutions and organizations. While the Academy will draw heavily upon the community's resources for its educational program, it will also "give back" through on-going community service activities and youth apprenticeships.

## **16. Replicability and District Relations**

### **A. How will your charter school offer replicable educational models to the schools in the surrounding districts?**

The Academy recognizes the importance of developing replicable educational models and will design its programs accordingly. As a "laboratory of innovation," the Academy will communicate not only its accomplishments but also its difficulties to schools in surrounding districts. The Academy believes that all of its experiences, not just the positive ones, will be valuable to other schools.



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The Academy will encourage administrators and teachers from other schools to visit its classrooms. By witnessing the Academy model first-hand, visitors can not only learn about the Academy but can also provide constructive feedback. In addition, the Academy will publish an educational newsletter that will be sent to schools in surrounding districts.

**B. If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.**

As mentioned in #1B, the Academy will be the first school in the district to focus on the cultures of the Pacific Rim. This Pacific Rim focus benefits the district because it prepares students for life in a complex, global economy and because it fulfills the previously unmet needs of many district students. The Academy's expanded school day and school year, as well as its unique combination of traditional and enrichment curriculum, will furthermore provide the district with a model for preparing students for the 21st century.

**C. What efforts, if any, have you made to build rapport with the district(s) from which your charter school would draw students?**

The Academy is dedicated to building strong, positive relationships with all the districts from which it draws students. The Academy's planning process has included administrators, teachers, and community members from a number of local districts including the Boston Public Schools.

## **17. Building Options**

**A. Describe your present options for a school building.**

The Academy has met with administrators at Don Bosco Technical High School to discuss the possibility of sharing space. The Academy hopes to occupy one wing of the Don Bosco facilities, but it will maintain a distinct and separate identity from the high school.

The high school is located at 300 Tremont Street, Boston, in the heart of the city's Midtown Cultural District. Please see the map of the area in Appendix A.

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**B. Demonstrate how this site(s) would be a suitable facility for the proposed school, including any plans to renovate and bring facility to compliance with all applicable school building codes.**

The facility's proximity to Boston Chinatown and public transportation routes makes it the ideal location for the Academy. Not only is the facility adjacent to the New England Medical Center stop on the T, it is also situated near four major MBTA bus lines.

The wing that the Academy would occupy has capacity for seven classrooms and several offices, and it is accessible by both elevator and stairs. While the layout of the building would allow the Academy to easily maintain a separate identity from Don Bosco, the Academy would also be able to take full advantage of Don Bosco's cafeteria, gymnasium, multipurpose room, and other resources.

The facility already complies with school building codes, and the wing the Academy would occupy could quite easily be configured according to Academy needs. Renovations could be undertaken with cooperation from Don Bosco summer program students and instructors, thereby minimizing renovation expenses.

**C. Discuss any progress or future plans for acquisition of a school building.**

Assuming Don Bosco does not experience major growth in student enrollment, the Academy would be able to expand to its maximum size of 350 students within the Don Bosco facility. Consequently, the Academy has no formal plans to acquire a school building in the next several years.

**D. Describe financing plans, if any.**

The Academy is currently negotiating terms and conditions with Don Bosco.

## **18. Code of Conduct**

**A. Discuss any rules or guidelines governing student behavior.**

The school will emphasize an atmosphere of mutual respect and will expect students to behave accordingly. Rules governing student behavior will be explicitly stated in a student handbook that will be given to all students and staff.

While free speech will be protected, racist or otherwise intolerant speech will be discouraged. The principal will have the authority to address any act or threats of violence, and any act of cheating. In addition, the Academy will establish a formal grievance procedure for students that will be included in the student handbook.



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**B. Describe your school's policies regarding student expulsion and suspension.**

The Academy will encourage members of its community to resolve issues among themselves, but it recognizes that expulsion and suspension are sometimes necessary. Grounds for expulsion will include possession of a dangerous weapon; possession of illegal drugs; assault of a staff member; and conviction of a felony. In compliance with Massachusetts law, the principal will have the discretion to suspend rather than expel a student.

Any action to suspend or expel a student taken by the principal, will comply with all due process requirements set forth in General Laws, Chapter 71, Section 37H, including a prior statement in the student handbook of violations which lead to suspension or expulsion, written notice and opportunity for hearing (including the right of student to be represented by counsel). All suspensions must be reported to the Board of Trustees.

If a student is suspended for possession of a dangerous weapon, possession of a controlled substance or assault on a member of the staff, or if the student is expelled for any reason, there is an automatic appeal to and hearing before the Board (including the right of the student to counsel).

**19. Special Needs & Bilingual Students**

**A. Describe how your school will accommodate special needs students.**

The Academy will accommodate special needs students according to Massachusetts law and the students' individual needs. Every effort will be made to fully integrate special needs students into the standard Academy program. As much as possible, all special needs students will receive assistance within the regular classrooms. A Special Needs teacher will also be on hand in the afternoons to provide additional individual assistance to any special needs student.

**B. Describe how your school will accommodate bilingual students.**

The Academy will also accommodate bilingual students according to Massachusetts law and the students' individual needs. The Academy will offer both an English as a Second Language (ESL) program and a bilingual program. The ESL program will be used as a remedial device for students whose English proficiency is not up to the expected standard of the Academy. Students from all grade levels will be eligible for the program upon recommendation from their teachers.

The intent of the Academy is to adapt the two-way bilingual model to the Academy's population so that all students graduating from the Academy after seven

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years are fluent in English and Mandarin Chinese. We recognize that other bilingual needs may exist in the diverse population from which the school is expected to draw. Bilingual instruction will be used so that students will understand the academic content areas better by receiving reinforcement in their native languages as well as English. Students from grades 6-11 will be eligible for this program upon recommendation from their teachers. Because the regular instructional budget provides for part-time teachers (3-4 FTE), personnel resources will likely be available in languages such as Cantonese Chinese, Mandarin Chinese, Japanese, French, and Spanish. Expansion to other languages will be considered should the need arise.

Both the ESL and the bilingual tutoring and language instruction other than Mandarin Chinese will be offered in the afternoons, taught by school staff and trained college and community part-time staff.

## **20. Funding**

**A. Devise a start-up budget covering the planning and capital expenses before school opening.**

The Academy hopes to receive seed money from the Executive Office of Education. We expect, however, that help with the start up costs will also come in the form of in-kind assistance from the school's partners. The Academy will also continue with the cadre of volunteers whose many hours of work have helped it to reach this proposal stage. In addition, the Academy hopes to receive private funding and grant money to cover start-up costs. Please refer to the start-up budget on the following two pages.

**B. Do you plan to conduct any fund-raising efforts to generate capital or to supplement the per pupil allocations? If so, explain.**

Although funding will come primarily from the per pupil cost allowance specified in the charter school regulations, the Academy does plan to supplement the per pupil allocations in order to provide all classrooms with state-of-the-art technology and other resources. The Academy will solicit private funding and grants from local, state, and federal government and from private foundations.

**C. Using the attached template, devise a 5-year budget covering all projected sources of revenue, both public and private, and planned expenditures.**

Please see the following two pages.



# ACADEMY OF THE PACIFIC RIM OPERATING BUDGET

## KEY ASSUMPTIONS

DESCRIPTION	START-UP	9/95-8/96	9/96-8/97	9/97-8/98	9/98-8/99	9/99-8/200
NUMBER OF STUDENTS	150	150	200	250	300	350
Inflation Rate		3.00%	3.00%	3.00%	3.00%	3.00%

## EXPENSES

### Direct Student Costs

Transportation		Students will rely on Public Transportation and walk				
Supplies (per pupil)	200	400	412	424	437	450
Computers/Equipment (per pupil)	100	200	206	212	219	225
Field Study / Extracurricular (per pupil)		100	103	106	109	113
Insurance Expense		Est. for liability, workmen's comp & private property insurance				

### Personnel

Salary - Principal/Administrator	3 months	60,000	61,800	63,654	65,564	67,531
Principal/Administrator (number)		1	1	1	2	2
Salary - Teachers	1 month	38,000	39,140	40,314	41,524	42,769
Teachers (number)		10	14	17	20	23
Salary - Educational Services Coordinator	3 months	30,000	30,900	31,827	32,782	33,765
Educational Services Coordinator (number)		1	1.5	2.0	2.0	3.0
Salary- Administrative Assistant	3 months	20,000	20,600	21,218	21,855	22,510
Administrative Assistant (number)		1	1	2.0	2.0	2.0
Substitute Teachers		\$750 per teacher				
Specialized Instructional Services		Art, Music, Phys. Ed, Bilingual, Special Needs \$650 per pupil				
Benefits		20% of Total Salaries				
Staff Development		\$750 per Staff Member				

### Occupancy

Rent per SF		5.00	5.15	5.30	5.46	5.63
Number of Square Feet Leased		10,000	10,000	15,000	20,000	25,000
Renovations		Mostly for materials, work to be done by Don Bosco students				
Maintenance & Custodial (per SF)		1.00	1.03	1.06	1.09	1.13
Utilities (per SF)		1.00	1.03	1.06	1.09	1.13

### Office

Supplies (per staff member)	200	1,000	1,030	1,061	1,093	1,126
Equipment & Furniture (per staff member)	200	1,000	1,030	1,061	1,093	1,126
Telephone/Communications		Estimate				
Accounting & Payroll		Estimate				
Printing & Copying (per staff member)	50	400	412	424	437	450
Postage & Shipping (per staff member)	50	400	412	424	437	450

### Other

Food Services		Students will purchase own food at Don Bosco Cafeteria				
Miscellaneous /Contingency (% of revenue)	4.2%	3.4%	4.8%	4.4%	3.8%	5.2%

**ACADEMY OF THE PACIFIC RIM OPERATING BUDGET**  
**START UP BUDGET, FIRST YEAR BUDGET AND FIVE YEAR PROJECTION**

DESCRIPTION	START-UP	9/95-8/96	9/96-8/97	9/97-8/98	9/98-8/99	9/99-8/200
NUMBER OF STUDENTS	150	150	200	250	300	350
Unit Revenue (City of Boston)		6,424	6,617	6,816	7,020	7,231
<b>REVENUES</b>						
Per Pupil Tuition Revenue		963,600	1,323,400	1,704,000	2,106,000	2,530,850
State Seed Money	50,000					
Grants & Contributions	130,000					
<b>TOTAL REVENUES</b>	<b>180,000</b>	<b>963,600</b>	<b>1,323,400</b>	<b>1,704,000</b>	<b>2,106,000</b>	<b>2,530,850</b>
<b>EXPENSES</b>						
<b>Direct Student Costs</b>						
Transportation		0	0	0	0	0
Supplies	30,000	60,000	82,400	106,090	131,127	157,571
Computers and Materials	15,000	30,000	41,200	53,045	65,564	78,786
Field Study/Extracurricular Activities		15,000	20,600	26,523	32,782	39,393
Insurance Expense		10,000	10,300	10,609	10,927	11,255
<b>Total Direct Student Costs</b>	<b>45,000</b>	<b>115,000</b>	<b>154,500</b>	<b>196,267</b>	<b>240,400</b>	<b>287,005</b>
<b>Personnel</b>						
Salaries - Principal/Administrator	15,000	60,000	61,800	63,654	131,127	135,061
Salaries - Teachers	31,667	380,000	547,960	685,341	830,473	983,695
Salaries - Educational Services Coordina	7,500	30,000	46,350	63,654	65,564	101,296
Salaries - Administrative Assistant	5,000	20,000	20,600	42,436	43,709	45,020
Substitute Teachers		7,500	10,500	12,750	15,000	17,250
Specialized Instructional Services		97,500	130,000	162,500	195,000	227,500
Benefits	11,833	98,000	135,342	171,017	214,174	253,014
Staff Development		9,750	13,125	16,500	19,500	22,500
<b>Total Personnel</b>	<b>71,000</b>	<b>702,750</b>	<b>965,677</b>	<b>1,217,852</b>	<b>1,514,547</b>	<b>1,785,336</b>
<b>Occupancy</b>						
Rent		50,000	51,500	79,568	109,273	140,689
Renovations	50,000		10,000	30,000	30,000	30,000
Maintenance & Custodial		10,000	10,300	15,914	21,855	28,138
Utilities		10,000	10,300	15,914	21,855	28,138
<b>Total Occupancy</b>	<b>50,000</b>	<b>70,000</b>	<b>82,100</b>	<b>141,395</b>	<b>182,982</b>	<b>226,964</b>
<b>Office</b>						
Supplies	2,600	13,000	18,025	23,340	28,411	33,765
Equipment Rental & Maintenance	2,600	13,000	18,025	23,340	28,411	33,765
Telephone/Communications		2,000	2,060	2,122	2,185	2,251
Accounting & Payroll		5,000	5,150	5,305	5,464	5,628
Printing & Copying	650	5,200	7,210	9,336	11,364	11,705
Postage & Shipping	650	5,200	7,210	9,336	11,364	11,705
<b>Total Office</b>	<b>6,500</b>	<b>43,400</b>	<b>57,680</b>	<b>72,778</b>	<b>87,200</b>	<b>98,820</b>
<b>Other</b>						
Food Services		0	0	0	0	0
Miscellaneous/Contingency	7,500	32,450	63,443	75,709	80,872	132,725
<b>Total Other</b>	<b>7,500</b>	<b>32,450</b>	<b>63,443</b>	<b>75,709</b>	<b>80,872</b>	<b>132,725</b>
<b>TOTAL EXPENSES</b>	<b>180,000</b>	<b>963,600</b>	<b>1,323,400</b>	<b>1,704,000</b>	<b>2,106,000</b>	<b>2,530,850</b>
<b>EXCESS (DEFICIENCY)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>BEGINNING FUND BALANCE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ENDING FUND BALANCE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



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## 21. Transportation

A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school committee?

The majority of Academy students will rely on public transportation. The Academy will issue MBTA Student Identification Cards so that students will be able to commute at their entitled half-price fare. In addition, some students will walk to and from the Academy.

B. How will students who live outside the local district be transported?

Students living outside the local district will use public transportation or arrange their own means of transportation. Door-to-door handicapped students will be eligible for free transportation under M.G.L. 766.

C. If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?

Students will be able to take public transportation or arrange their own private transportation.

The following will be submitted prior to the official granting of the charter:

## 22. Liability and Insurance

A. Describe your school's insurance coverage plans, including health, general liability, property and Director's and Officer's liability coverage.

B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- Inspection by a local building inspector;
- Inspection by local Fire Department;
- Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school;
- Compliance with all other federal and state health and safety laws and regulations.

## 23. Governance Documents

Submission of copies of the school's by-laws, contracts, and all incorporation documents required by law.

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**APPENDIX A**  
**MAP OF THE AREA**





# A Planning Districts

Research Dept.

niwdist\pdnamz 9/07/94

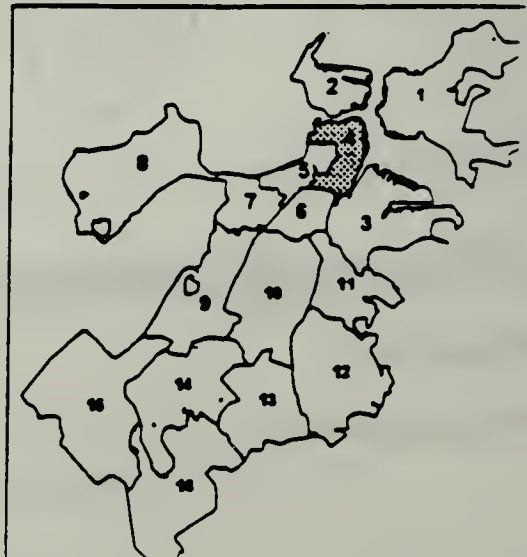




Isa	Names
7	Chinatown - South Cove - Bay Village
1	Downtown - Central - West End
8	North End - Waterfront

## BRA Planning Districts and NSAs 1 - Central

BRA Research Dept.DNTNSA Goetze 9/9/93







LOCATION OF CHARTER SCHOOL.

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## **APPENDIX B**

### **LETTERS OF SUPPORT**

Arrowstreet Inc.  
Chinatown/South Cove Neighborhood Council  
Chinese Consolidated Benevolent Association of New England  
Chinese Women's Association of New England  
Coordination Council for North American Affairs, Republic of China  
Crown Construction Co.  
Goon Shee Association  
Gee Tuck Sam Tuck Association  
Houghton Mifflin Company  
Jesuit Urban Center  
Kai C. Lau  
Lesley College  
New England Medical Center  
Robert L. Nichols  
Organization of Chinese Americans  
Soo Yuen Benevolent Association of New England  
Tufts University  
Wellesley College  
Bing M. Wong  
Petitions



arrowstreet inc.

Architects  
Planners  
Urban Designers

13 February 1995

Post-It™ brand fax transmittal memo 7871		# of pages > 1
To: SWAN L. OY	From: KIM LAU	
On: COMM. BUILDERS	On: AST	
Dept:	Phone #	
Fax # 617-623-9505	Fax #	

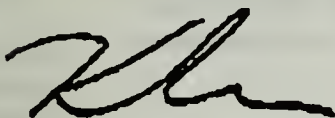
Mr. Swan L. Oey  
The Community Builders, Inc.  
95 Berkeley Street  
Boston, MA 02118

Dear Mr. Oey,

I would like to lend my support to your effort to establish a charter school who's mission is to provide an integrated approach to education. My involvement with the Asian community in health care shows that there is real need for an education system with this new approach.

Please call if I can assist you with this project.

Sincerely,



Kim Lau  
ARROWSTREET, INC.  
Associate

w:\02024-122.doc

913 Elm Street

Cambridge, MA 02144

617.623.5395

617.623.4645 Telexfax

**華埠/南灣社區議會****CHINATOWN/SOUTH COVE NEIGHBORHOOD COUNCIL**

SUITE 203  
65 HARRISON AVENUE  
BOSTON, MASSACHUSETTS 02111  
TELEPHONE (617) 426-8858

February 10, 1995

Ms. Piedad F. Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

The Chinatown/South Cove Neighborhood Council is totally supportive of the efforts to create a charter school, based in our community, dedicated to raising the education of our young people to a higher level to meet the challenging and broader requirements of today. We sincerely feel that the academic environment that the Academy of the Pacific Rim Charter School will create is a strong answer to this need and we urge you to approve their application.

The Neighborhood Council, originally an appointed body of community representatives by the Mayor of the City of Boston, is today made up of 21 members elected from the Asian community in Chinatown and the greater Boston area. From a broad cross section, serving on the Council are residents, business people, activists from social agencies, leaders from fraternal and family organizations, and government service. We feel confident that our respectful request is a representation from our community.

Thank you for your kind attention. Please help us and the Academy to forge new directions in our efforts to improve the opportunities for our young people.

Sincerely,



Davis Woo  
Executive Director



# 紐英崙中華公所

## CHINESE CONSOLIDATED BENEVOLENT ASSOCIATION OF NEW ENGLAND

Piedad F. Robertson  
Secretary,  
Executive Office Of Education  
Commonwealth Of Massachusetts  
One Ashburton Place, Rm 1401  
Boston, MA. 02108

Date: November 16, 1994

### MEMBERS

American Legion  
Chinatown Post #328  
Chinese American Civic  
Association  
Chinese Economic  
Development Council  
Chinese Evangelical Church  
Chinese Freemason's  
Association  
Chinese Merchants  
Association  
Chinese Women's Club  
of New England  
Eng Family Association  
Fung Luen Association  
Gee Family Association  
Gee How Oak Tin  
Association  
Gee Tuck Sam Tuck  
Association  
Goon Family Association  
Hip Sing Association  
Hoy Kew Association  
Jew Loon Family Association  
Kew Sing Music Club  
Kuo Min Tang  
Lam Family Association  
Lee Family Association  
Leung Family Association  
Moy Family Association  
Ni Lun Association  
Rong Kuang Association  
South Cove YMCA  
Soo Yuen Family Association  
Tai Tung Village Association  
Wong Family Association  
Yee Family Association

Dear Secretary Robertson:

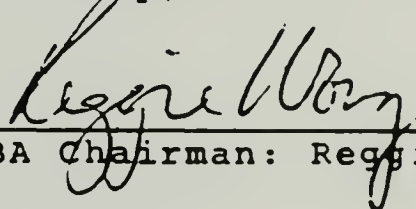
The Chinese Consolidated Benevolent Association Of New England is the largest and longest social service Agency representing the Chinese Community in New England. Its over seventy years of existence has provided leadership for the concerns of the Chinese and Asian people in our area, and it represents interests on a local, state, regional and national level.

The education of our community's young people have been a major area of interest to the CCBA. Particularly, Boston's system has educated many of our population and continues to do so. As our community has grown, and as the world has changed, we feel that the educational options of our community must also expand. For this reason, the CCBA is wholly supportive of the efforts on the part of the Academy of the Pacific Rim Charter School. Its location, philosophy, educational mission and target population is consistent with the goals of preparing our future youths with the skills to flourish in the next century. This skills and area of interests will complement the values and ongoing social, cultural and business interactions which the Chinese community experiences on a daily basis.

The CCBA and its twenty eight affiliated associations strongly urge you to approve this charter application.

Thank you.

Sincerely,

  
CCBA Chairman: Reggie Wong

會員委作工女婦崙英紐美駐會員委導指女婦會總連新國中  
CHINESE WOMEN'S ASSOCIATION OF NEW ENGLAND

2 TYLER STREET  
BOSTON 11, MASS.

To: "The Academy of The Pacific Rim" Charter School Organising Committee  
c/o Dr. Robert Guen

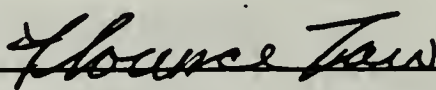
Date: January 10, 1995

Dear Dr. Guen:

The education of our children have been a major concern and one of our important items in our organisation's agenda. A true bi-cultural education system that can also prepare our children to seek professional expertise training is particularly important to our community.

We feel the Academy can provide such environment to benefit our children and for all who are interested in Asian cultural and social studies. We truly support your proposal and hope you will get the approval from the State's Department of Education.

Sincerely,

  
Chinese Women's Association  
Chairperson: Florence Tow



北美事務協調委員會駐波士頓辦事處  
*Coordination Council for North American Affairs*  
*Office in Boston*

Dr. Robert Guen  
The Academy of The Pacific Rim  
1035A Beacon Street  
Brookline, MA 02146

November 16, 1994

Dear Dr. Guen:

Thank you for your letter of November 16, 1994.

With regards to your application for a Pacific Rim charter school which appears in today's Boston Globe article, I am deeply impressed by your insightful proposal whose mission will teach Chinese and prepare Boston middle and high school students for international business with Pacific Rim nations. I am sure your enthusiasm for this cause will be much appreciated by all Chinese communities in this area.


In response to your noble cause, I am proud to render my full support for your proposed charter school. I wish your application every success in the near future.

With my best regards,

Sincerely,



David Tawei Lee, Ph.D.  
Director-General

**CROWN CONSTRUCTION CO., INC.****150 WOOD ROAD  
BRAINTREE, MA 02184  
TEL: (617) 328-8200  
FAX: (617) 472-6161**

February 10, 1995

Academy of The Pacific Rim  
c/o Swan L. Oey  
The Community Builders  
95 Berkeley Street  
Boston, MA 02116

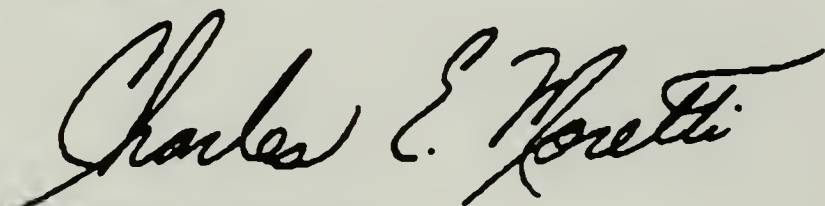
Dear Mr. Oey:

I am writing in strong support of the proposed Academy of The Pacific Rim Charter School. The mission which has been delineated in your program is one which would greatly enhance the quality of education available to the Boston community.

The support which I give to the school stems from the excellent level of balance in education which your program is proposing to provide. The Academy's direction of not being an education of just specialty areas but one of a broad curriculum of western core education coupled with an inclusion of the Eastern Pacific Rim culture is a strong need in the Boston Educational system. In addition, I applaud you for providing this broad based education on an expanded school day and not at the sacrifice of crucial "Core Curriculum" of reading, writing, mathematics, sciences and social studies.

Swan, my best wishes are with you. Any support I can be please do not hesitate to contact me.

Sincerely



Charles E. Moretti

CEM:cep



致 泛 太 平 洋 學 院 籌 備 委 員 阮 浩 鑾 醫 生：

逕 啟 者：

台 端 所 提 之 設 立 泛 太 平 洋 學 院 之 建 議，本 會 全 人 甘 表 贊 同。因 其 能 令 波 士 頓 中 學 生 有 機 會 直 接 了 解 亞 洲 地 區 的 語 言、文 化、學 術、經 濟 等，社 會 狀 況。與 我 等 組 織 之 宗 旨 及 看 法 相 合。

本 會 全 人 歡 迎 阮 醫 生 之 建 校 建 議，並 希 望 政 府 鼎 力 支 持，共 同 努 力 籌 組 該 學 院。

美 國 紐 英 裔  
波 士 頓  
阮 氏 公 所

九 五 年 式 日 一 日

美 國 紐 英 裔  
阮 氏 公 所  
GOON SHEE ASSOCIATION, INC.  
10 OXFORD PLACE  
BOSTON, MASS. 02111

DATE: February 1, 1995

To: The Academy of the Pacific Rim Charter School  
c/o Dr. Robert Guen

RE: Support Letter

Dear Dr. Guen:

Your proposal to establish "The Academy Of The Pacific Rim" Charter School has the full support of our organisation's members. Since it provides a very special opportunity for high school children of the Greater Boston area to experience and understand the multi-culture, languages, economy and social status of the Asian countries, these purposes of the Academy coincide with those of ours.

Once again, we welcome your proposal and hope the Department of Education of Massachusetts will approve this project and make this Charter School successful.

Thank you,

---

Goon Shee Association, Inc.

(Above is the Translation of the Letter from Goon Shee Association  
Dated February 1, 1995)



波城至德三德公所  
GEE TUCK SAM TUCK ASSOCIATION

11 OXFORD PLACE  
BOSTON, MASSACHUSETTS 02111  
TELEPHONE (617) 338-8395

致“泛太平洋學院”籌備委員阮浩鑒醫生：

逕啟者：

日期：一九九四年十一月廿一日

台端所提出成立“泛太平洋學院”之建議，敝會本人甚表贊同。因其目的是令波士頓中學生有機會直接了解亞洲地區的語言文化、學術、經濟及社會狀況，與我等組織的宗旨/本人的看法吻合。廿一世紀將會是亞洲世紀，該學院會令我等子弟有機會對發展美亞關係做好準備，加強其對亞洲的文化及專業培訓的基礎。

我等再次歡迎阮醫生的建校提議，並希望州政府大力支持，共同切實籌備該學院，令一個真正相重文化教育體系能夠實現。

波城至德三德公所  
GEE TUCK SAM TUCK ASSOCIATION

僑團主席 郭仕照  
謹識

TRANSLATION OF THE LETTER FROM "GEE TUCK SAM TUCK ASSOCIATION"  
dated December 31, 1994

To: The Academy of the Pacific Rim  
c/o Dr. Robert Guen  
1035A Beacon Street,  
Brookline, MA. 02146  
Date: December 31, 1994

To Whom It May Concern:

The Proposed Charter School "The Academy Of The Pacific Rim " has the enthusiastic support of our organisation. Its mission and philosophy of educating high school students in Boston is consistent with the values and traditions that our group and our community hold dear. The next age of the "Pacific Century" means that our students must be better prepared to take advantage of the new opportunities that arise from the countries of Asia. The Academy seems to also take advantage of the cultural and professional expertise that has resided here in our community. We look forward to establishing true partnerships in the planning of the alternative curriculum and interships, so that a true bi-cultural education will be realized.

---

Gee Tuck Sam Tuck Association  
Chairman: Tso See Chiu  
11 Oxford Place  
Boston, MA. 02111



## Houghton Mifflin Company



222 Berkeley Street, Boston, Massachusetts 02116-3784  
(617) 351-5000 Cable HOUGHTON

School Division

February 13, 1995

The Academy of the Pacific Rim Charter School  
c/o Swan L. Oey  
The Community Builders  
95 Berkeley St.  
Boston, MA 02116

Dear Swan:

I am writing to commend your efforts to establish a charter school in Boston. As someone who is bilingual and bi-cultural, I fully support the philosophy and goals of the Academy of the Pacific Rim Charter School.

Our children are indeed our future, and providing them with a solid educational environment is the goal we all should strive for.

I wish you the best of luck in your efforts.

Sincerely,

Julio Ricardo Varela  
Bilingual Supervisor  
Reading/Language Arts



Jesuit Urban Center 775 Harrison Avenue Boston MA 02118-2311 617/336-8440

Academy of the Pacific Rim  
c/o Mr. Swan L. Oey  
Community Builders  
95 Berkeley Street  
Boston, MA 02116

13 February, 1995

Dear Swan:

I am writing to express my support and wish you success in your efforts to establish a new Charter School called the Academy of the Pacific Rim.

I am impressed by the innovative vision of linking the human resources of Boston with the vital markets of the Pacific Rim. As you know, I am a former resident of Alaska, where we know well how important these markets are. Your Charter School's emphasis on high academic quality as well as an in-depth focus on Pacific Rim cultures and languages will serve the economic development of the Commonwealth in the coming decades.

Boston needs more people like you who can think globally if we are to remain the wonderful, diverse and world-class city we are today!

I write particularly as a Jesuit, with our long tradition of excellence in education. What made our schools great was our ability to adapt to the changing needs of society in the past, while stressing the importance of artistic, cultural and community development. Your project suggests a continuation of this great humanist tradition in education.

Good luck! Keep us posted on your work.

Sincerely,

*George S.J.*

George Williams, S.J.  
Jesuit Urban Center



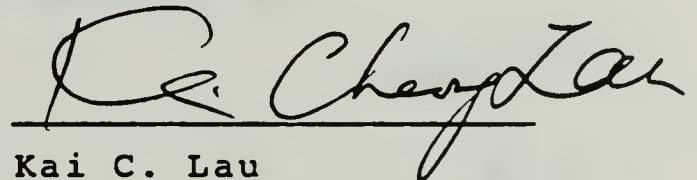
To: The Academy Of The Pacific Rim  
c/o Dr. Robert Guen  
Subject: Support Letter of the Charter School  
From: Kai Lau  
17 Fillmore Drive,  
Billerica, MA. 01821  
Date: December 29, 1994

Dear Dr. Guen:

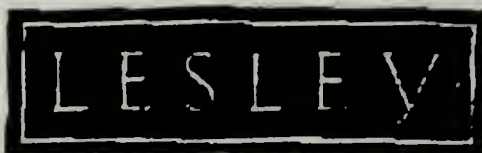
By reading the News paper (Boston Globe, 11/16/94) and a phone conversation with you last week regarding about the concept, purpose and goals of the proposed Charter School, I was amazed and impressed by you and the organising committee members for the effort and dedication in making this Academy proposal initiated. I further agree that a true bi-cultural education opportunity for our children or any other students who are interested in Asian Studies is long overdue in our community especial the one that can prepare us to take advantages of the new opportunities arise from the Asia -Pacific-America Regions.

I strongly support your proposal and I also urge the State of massachusetts, Department of Education to lend its whole-hearted support and effort to complete your mission.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Kai C. Lau", is written over a horizontal line.

Kai C. Lau



OFFICE OF THE PRESIDENT

January 10, 1995

Robert Guen, D.M.D.  
1035A Beacon Street  
Brookline, MA 02146

Dear Dr. Guen:

Thank you very much for sending a copy of the latest proposal of the Academy Of The Pacific Rim. We at Lesley College look forward to supporting your effort and will be helpful in any way possible.

Luke Baldwin, Associate Dean for Academic Affairs will serve as Lesley's contact person to the Academy Of The Pacific Rim. In addition, Kathy McWey and I from the President's Office will keep in touch with Luke and are available to assist you at any time.

Sincerely,

A handwritten signature in cursive script, reading "Ch. C. Burton Kelly".

Christopher C. Burton Kelly  
Executive Assistant to the President

cc: Luke Baldwin, Associate Dean for Academic Affairs, Lesley College,  
29 Everett Street, Cambridge, MA 02138 / 349-8516 (fax) 349-8599





New England Medical Center

Department of Human Resources

November 15, 1994

Academy of the Pacific Rim  
C/O Robert Guen, DMD  
1035 A Beacon Street  
Brookline, MA 02146

Emanuel D. Berger  
*Vice President*

750 Washington Street  
NEMC #470  
Boston, Massachusetts 02111

Tel: (617) 956-5667  
Fax: (617) 956-5003

Dear Dr. Guen,

We the undersigned, pledge our full support of the Academy of the Pacific Rim. We believe that the Commonwealth of Massachusetts needs a charter school for students in grades 6-12 that places a strong emphasis on core learning and also includes an in-depth focus on Pacific Rim cultures and languages. The Academy will provide a diverse body of students with opportunities to investigate real world issues, develop cross-cultural understanding, and achieve full intellectual potential. Furthermore, the Academy will offer a unique educational setting that integrates the traditional Pacific Rim cultures' emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

Whether they join the workforce or pursue post-secondary education, graduates of the Academy of the Pacific Rim will be prepared to lead productive and meaningful lives in an increasingly complex society. For all the reasons above, we encourage you to join us in our support for the Academy.

Sincerely,

Emanuel D. Berger  
Vice President for Human Resources

EDB:kcc



The principal teaching hospital for  
Tufts University School of Medicine

FEB-02-1995 15:02

Academy of the Pacific Rim Charter School  
Dr. Robert Guen  
1035A Beacon St.  
Brookline, MA 02146

February 1, 1995

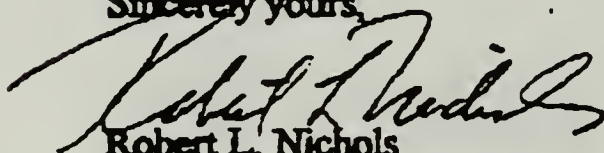
Dear Dr. Guen:

Thank you for sending me copies of the Charter School Application for the Academy of the Pacific Rim Charter School and the State Office of Education's Preliminary Feedback Report. I read them with great interest and found their comments encouraging.

I did note their concern about whether the school would have enough appeal outside the Asian communities to attract a sufficiently diverse student body. Certainly, my strong interest in, and hopes for, your efforts to establish a Pacific Rim Charter School center upon attracting students from all backgrounds to study Asian—particularly Chinese—language and culture. My 30 years in the diplomatic service, specializing in press and cultural affairs, was primarily devoted to explaining the United States, our history and culture to Asians, largely Chinese. Since retiring from the Foreign Service, I find the reverse is my new reality. I spend my time helping Americans understand China. Our country's need to improve its communication with China is evident almost daily, and this fact will become ever more apparent as we move into the 21st Century. That means we must stimulate the interest of our young people to pursue Asian area and language studies.

I am not certain just how I can fit into your program, but perhaps I can assist you in your outreach activities appealing to non-Asian communities. Although I live on Cape Cod, my interest and feelings about your endeavor are so strong I will be happy to spend more time in Boston, if I can contribute to the success your project deserves.

Sincerely yours,



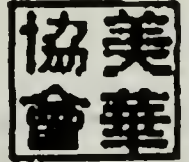
Robert L. Nichols  
248 Kates Path  
Yarmouthport, MA 02675  
(508-362-7724)

Enclosures: Resume  
Cape Cod Times Article





**ORGANIZATION OF CHINESE AMERICANS, INC.**  
EMBRACING THE HOPES AND ASPIRATIONS OF CHINESE IN THE UNITED STATES  
**NEW ENGLAND CHAPTER**



February 14, 1995

Dr. Robert Guen  
1035A Beacon Street  
Brookline, MA 02146

Subject: Academy of the Pacific Rim Charter School

Dear Dr. Guen,

The Organization of Chinese Americans, Inc. New England Chapter enthusiastically support the creation of the Academy of the Pacific Rim Charter School.

We found the strong emphasis on core knowledge and an in-depth focus on Pacific Rim cultures and languages to be a timely concept. We are less than six years away from the Century of the Pacifics, graduates of the Academy will provide the synergy to work the political, social and economic arenas of both shores.

We look forward to the Academy come to fruition in the near future, and please contact us for any assistance that you may need.

Sincerely,

George Y. Cha, President  
Organization of Chinese Americans, Inc  
New England Chapter  
5 Willow Crescent  
Brookline, MA 02146  
617-738-0088

紐英崙遡源公所

SOO YUEN BENEVOLENT ASSOCIATION of NEW ENGLAND

61 Harvard Street

Boston, MA 02111

Tel: (617) 482-3353

致泛太平洋學院籌備委員

阮浩鑒先生

逕啟者有聞籌辦泛太平洋學院之建議  
本公所宗親贊同特此函達

此致

泛太平洋學院籌備委員會

阮浩鑒先生

紐英崙遡源公所主席雷國輝

方國灼

鄭寶樹

公元玖玖四年拾壹月貳拾日

紐英崙遡源公所  
SOO YUEN BENEVOLENT  
ASSOCIATION of NEW ENGLAND  
61 Harvard Street, Boston, MA 02111





## TUFTS UNIVERSITY

### Community Relations

November 14, 1994

Academy of the Pacific Rim Charter School  
c/o Dr. Robert Guen  
1035A Beacon Street  
Brookline, MA 02146

Dear Dr. Guen:

I am writing on behalf of Tufts University to express our interest and support for the proposed Academy of the Pacific Rim Charter School. As a university with strong programs in education at the elementary level, and as a neighborhood institution in Chinatown, we are excited about the proposal that is being presented here.

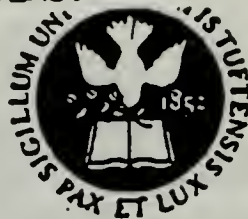
I have participated in many discussions about the development of this project and am impressed with the level and diversity of those involved--from parents to educators to leaders of the Boston area Asian community. It is most impressive that this effort is "owned" by those community members who have a very clear vision of what will make this school unique and successful.

Tufts has an interest in assisting with curriculum development, with teacher training, especially in the math and science areas, in providing student mentors and tutors, and in offering a variety of other types of expertise and assistance. It has long been a frustration to parents in the area that their children leave the excellent program at the Josiah Quincy School and not only leave their neighborhood, but also leave a school environment that allows them to integrate and celebrate their language and customs. The Academy of the Pacific Rim not only brings a middle school to the Chinatown community, but also brings a tremendous resource to the Boston educational scene by offering a learning situation that focuses on the Pacific Rim.

We urge your serious consideration of this proposal, look forward to the opportunity to continue working with this project and hope to see it come to fruition in the near future.

Sincerely,

Barbara Rubel  
Director



## TUFTS UNIVERSITY

## Community Relations

February 7, 1995

Dr. Robert Guen  
1035A Beacon Street  
Brookline, MA 02146

Re: Tufts Partnership in A.P.R.

Dear Bobby:

Several Tufts faculty members have recently expressed interest in participating in A.P.R. planning, development and/or the implementation process. The specific ideas that have been brought forward include:

- Making Tufts library resources available to teachers and upper level students on a basis to be discussed. We have an Asian arts and video collection that may, among others, be of specific interest.
- Explore the development of internships with medical faculty in relation to school science projects.
- Explore connections between Tufts Experimental College, Summer School, study abroad programs, etc. for possible connections with teachers and upper level students.
- Develop a relationship between our admissions office and A.P.R. to help students be well prepared for College.
- Establish mentoring/tutoring programs especially in math and science areas.
- Explore connections between health education and science curriculum.
- Make resources of Tufts centers in math and science teaching available to A.P.R. teachers.

We have also heard from an Asian faculty member who has children in a suburban school system that this type of innovative program will be seen as a model that can be transplanted into her children's school.

Sincerely,

Barbara Rubel  
Director





# Wellesley College

---

106 Central Street  
Wellesley, Massachusetts 02181-8256  
(617) 283-2188

Feb. 10, 1995

Dear Robert Guen,

I first learned about the Academy of the Pacific Rim Charter School through Mr. Tom Chin, whom I met in the meetings of the Chinese New England Historical Society. In the past few months, I have received and read the minutes about the charter school that you and your committee has been working to found.

It is an excellent idea that the charter school has included Chinese program in the curriculum. I have taught the Chinese language and cultural courses at the Chinese Dept. of Wellesley College since 1978. If I can offer any help in planning a course proposal for the Chinese program in your curriculum, I would be glad to take part in your discussion.

Sincerely yours,  
Yuan-chu Ruby Lam

*Yuan-chu Ruby Lam*  
Associate Professor and Chair

日期：一九九四年十一月二十一日

致“泛太平洋學院”籌備委員阮浩鑾醫生：

台瑞所提出成立“泛太平洋學院”之建議，本人甚表贊同；因其目的是令波士頓中學生有機會直接了解亞洲地區的語言文化、學術、經濟、及社會狀況，與我本人的看法吻合。二十一世紀將會是亞洲世紀，該學院會令我等子弟有機會對發展美亞關係做好準備，加強其對亞洲文化及專業培訓的基礎。

我再次歡迎阮醫生的建校提議，並希望州政府大力支持，共同切實籌備該學院，讓一個真正重視文化教育体系能夠實現。

黃炳鐸 敬上





TRANSLATION OF THE LETTER FROM "BING M. WONG" dated November 21, 1994

Date; November 21, 1994

To: The Academy of The Pacific Rim  
Organising Committee member Dr. Robert Guen

Dear Dr. Guen:

Your proposed "The Academy of The Pacific Rim" Charter School has my greatest support. For its purposes are to provide opportunities for high school students of the Boston area to directly understand the languages, cultures, academic and economic issues; and the social status of the Asian countries. All of these coincide with my thought. 21st Century will be the Pacific Century, this Charter School will give our children a chance to prepare for the development of the Asian-American relationship and take advantage of any opportunities arising from the Asian countries, and strengthen their background knowledge on Asian Cultures and /or any specific professional training in that aspects.

Again, I sincerely welcome your Charter School Proposal and I urge the State of Massachusetts to support this project. Together, let this real emphasis on cultural education system be realised.

---

Bing M. Wong  
470 Old Bedford Road,  
Concord, MA. 01742

November 9, 1994

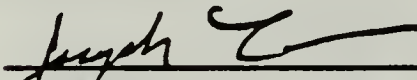
Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

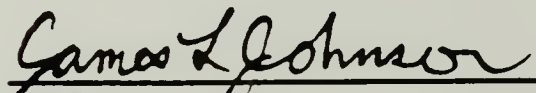
Dear Secretary Robertson:


We, the undersigned, pledge our full support of the Academy of the Pacific Rim. We believe that the Commonwealth of Massachusetts needs a charter school for students in grades 6-12 that places a strong emphasis on core learning and also includes an in-depth focus on Pacific Rim cultures and languages. The Academy will provide a diverse body of students with opportunities to investigate real world issues, develop cross-cultural understanding, and achieve full intellectual potential. Furthermore, the Academy will offer a unique educational setting that integrates the traditional Pacific Rim cultures' emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

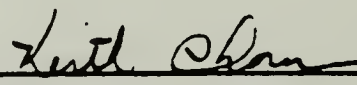
Whether they join the workforce or pursue post-secondary education, graduates of the Academy of the Pacific Rim will be prepared to lead productive and meaningful lives in an increasingly complex society. For all the reasons above, we encourage you to join us in our support for the Academy.

Sincerely,

  
Signature  
JOSEPH TAM  
Print Name  
50 White St.  
Address  
Quincy MA 02169  
Waiter  
Occupation

  
Signature  
James L. Johnson  
Print Name  
85 Pond St  
Address  
Avon MA 02322  
Watch Engineer  
Occupation

  
Signature  
SHAWN S. CHAN  
Print Name  
171 HIGH ST.  
Address  
RANDOLPH MA. 02368  
SECRETARY  
Occupation

  
Signature  
KEITH CHAN  
Print Name  
171 HIGH ST  
Address  
RANDOLPH MA. 02368  
15/71  
Occupation



Charlestown Residents

Ms Piedad Robertson  
Secretary of Education  
c/o Robert Guen, DMD  
1035A Beacon Street  
Brookline, Massachusetts 02146

Dear Secretary Robertson:

We, the undersigned, pledge our full support of the Academy of the Pacific Rim. The academy will provide a diverse body of students with opportunities to investigate real world issues, develop cross-cultural understandings, and achieve full intellectual potential. The academy will offer a unique educational setting that integrates the traditional Pacific Rim cultures emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

For these reasons, we hope you join us in our support for the Pacific Rim Academy.

Sincerely,

Rebecca Doherty  
signature

Rebecca Doherty  
print name

Office Mgr.  
occupation

Mary Mathews

Mary Mathews

Office Manager

Anne Hapanowicz  
signature

Anne Hapanowicz  
print name

Dental Hygienist  
occupation

Edward J. Doherty

EDWARD J. DOHERTY

NYNEX

Patricia Hally  
signature

Patricia Hally  
print name

At Home  
occupation

Deborah Duffy

Deborah Duffy

November 9, 1994

Ms. Piedad Robertson  
 Secretary of Education  
 Executive Office of Education  
 One Ashburton Place, Room 140  
 Boston, MA 02108

To	Bob Consalvo	From	Bob Guen
Co.	BRA	Co.	
Dept.		Phone	232-2788
Fax	367-5916	Fax	232-4269

Dear Secretary Robertson;

We, the undersigned, pledge our full support of the Academy of the Pacific Rim. We believe that the Commonwealth of Massachusetts needs a charter school for students in grades 6-12 that places a strong emphasis on core learning and also includes an in-depth focus on Pacific Rim cultures and languages. The Academy will provide a diverse body of students with opportunities to investigate real world issues, develop cross-cultural understanding, and achieve full intellectual potential. Furthermore, the Academy will offer a unique educational setting that integrates the traditional Pacific Rim cultures' emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

Whether they join the workforce or pursue post-secondary education, graduates of the Academy of the Pacific Rim will be prepared to lead productive and meaningful lives in an increasingly complex society. For all the reasons above, we encourage you to join us in our support for the Academy.

Sincerely,

*Rudolph Hermosa*  
 Signature  
RUDOLPH HERMOSA  
 Print Name  
656 CANTON ST  
 Address  
WESTWOOD, MA 02090  
Asst. US Dept. of Labor - OSHA  
 Occupation

*Wen-ti Tsen*  
 Signature  
Wen-ti Tsen  
 Print Name  
72 Wendell St  
 Address  
Cambridge MA  
02138  
 Occupation  
Artist/Cultural Worker

*Sarahai Nguyen*  
 Signature  
114 King St.  
 Print Name  
SARAHAI NGUYEN  
 Address  
NORTHAMPTON, MA  
student  
 Occupation

*Jimmy Park*  
 Signature  
Jimmy Park  
 Print Name  
022 Houston Hall Tufts U.  
 Address  
Medford, MA 02155  
student/intern @ Community  
 Occupation  
Service Learning Program



*ATZ*  
 Tracy Targawa  
 45 Revell Avenue  
 Northampton, MA 01060  
 Student

John Hoang Sarvey  
 11 Stillings St.  
 Boston MA 02210  
 617/350-0876  
 City Year  
 Vmailing 113+

*IPING LIANG*  
 6 Rollins Ct.  
 Camb MA 02139  
 → (on the mailing list)

Tom Louie  
 15 Allen Rd.  
 Brighton, MA 02135

*Stephanie Fan*  
 STEPHANIE FAN  
 881 W. Rox Pkwy  
 CH. HILL MA

10-14-1995 14:15

P. 03/03

101 Venable St.  
Brookline MA 02146  
Asian American Resource  
Workshop

Kyoko May Takayanagi  
12 Oakwood Rd.  
Newton, MA 02166  
American Friends Service Committee

Horace Seldon  
HORACE SELDON  
7 EATON ST  
WAKEFIELD MA 01880  
Diversity Activist

Caroline Chang  
133 Hallway Blvd  
Dorchester, MA 02129  
fund manager

Andrew Leong  
573 Waverly St  
Brookline MA 02146  
U MASS Boston.



November 9, 1994

Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

We, the undersigned, pledge our full support of the Academy of the Pacific Rim. We believe that the Commonwealth of Massachusetts needs a charter school for students in grades 6-12 that places a strong emphasis on core learning and also includes an in-depth focus on Pacific Rim cultures and languages. The Academy will provide a diverse body of students with opportunities to investigate real world issues, develop cross-cultural understanding, and achieve full intellectual potential. Furthermore, the Academy will offer a unique educational setting that integrates the traditional Pacific Rim cultures' emphasis on learning and discipline with the American spirit of self-actualization and mutual respect.

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Sincerely,

Sandra Paik  
Signature  
Sandra Paik  
Print Name  
106 Beaconfield Rd #1  
Address  
Somerville, MA 02144  
Student  
Occupation

IPING LIANG  
Signature  
IPING LIANG  
Print Name  
6 Polaris Ct  
Address  
Cambridge MA 02139  
English Teacher  
Occupation

MARIBO NAKAMORI  
Signature  
MARIBO NAKAMORI  
Print Name  
410 Tilton Hall, Tufts U.  
Address  
Medford, MA 02155  
Student  
Occupation

LAN T. PHO  
Signature  
LAN T. PHO  
Print Name  
TEACHER  
Address  
16 N. Main St  
CHENNSBORO, MA  
Occupation

November 9, 1994


Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

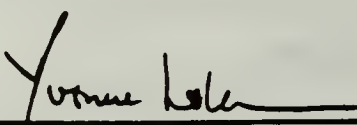
Dear Secretary Robertson;

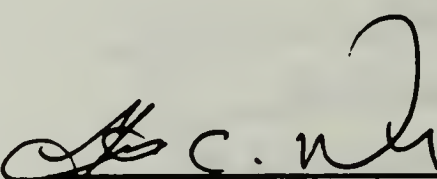
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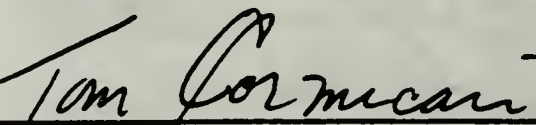
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Sincerely,

  
Signature John G Chin  
Print Name 648 South St.  
Address Roslindale, MA 02131  
Biomedical Eng.  
Occupation

  
Signature Yvonne Hale  
Print Name 51 N. Beacon St.  
Address Arlington MA 02174  
Graphic Designer  
Occupation

  
Signature Y. W. CHAU  
Print Name 9 W ENGLEWOOD AVE.  
Address RANDOLPH, MA 02368  
Electronic Tech.  
Occupation

  
Signature TOM CORMICAN  
Print Name 12 FREELAND ST  
Address MATAPAN MA 02126  
Retired  
Occupation



November 9, 1994

Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

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Sincerely,

*Jimmy Lee*  
Signature  
JIMMY LEE  
Print Name  
125 C SHAWMUT AVE  
Address  
Boston 02108  
CHARTER  
Occupation

*Philip Yuen*  
Signature  
Philip Yuen  
Print Name  
146 Bellingham St  
Address  
Brookline, MA 02147  
Occupation

*John Tam*  
Signature  
JOHN TAM  
Print Name  
50 WHITE ST.  
Address  
Quincy MA 02269  
SCHEDULER  
Occupation

*Evelyn Wing*  
Signature  
Evelyn Wing  
Print Name  
6 OAKWOOD DR  
Address  
Randolph MA  
Parent of a child  
Occupation

November 9, 1994

Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

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Sincerely,

William P. Fall  
Signature William P. Fall  
Print Name  
30 Otis St  
Address  
Milton, MA  
Computer Tech.  
Occupation

Deborah J. Yee  
Signature Deborah J. Yee  
Print Name  
15 Dawenport Rd.  
Address  
Plymouth, Mass.  
Clerk / Sr  
Occupation

ERIC LAM  
Signature Eric Lam  
Print Name  
15 Cottage Ave  
Address  
Quincy, MA 02169  
Community Organizer  
Occupation

Sammy Scott  
Signature Sammy Scott  
Print Name  
28 Van Wert Path  
Address  
Woburn MA 02109  
Waitress  
Occupation



November 9, 1994

Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

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Sincerely,

Wanda Yee  
Signature  
WANDA YEE  
Print Name  
12 ELMHURST RD  
Address  
NEWTON MA 02158  
Occupation

Tony Lee  
Signature  
TONY LEE  
Print Name  
21 SAMUEL RD  
Address  
CHILMARK MA 0194  
Occupation

FREDERICK TOW  
Signature  
FREDERICK TOW  
Print Name  
1651 BEACON ST  
Address  
BROOKLINE, MA  
BUSINESS / BANKING  
Occupation

Christopher Gunn  
Signature  
CHRISTOPHER GUNN  
Print Name  
23 B SPARHAWK ST.  
Address  
BRIGHTON MASS 02135  
POOL SERVICE  
Occupation

November 9, 1994

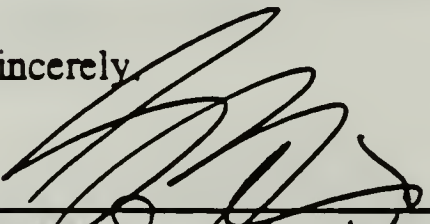
Ms. Piedad Robertson  
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Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

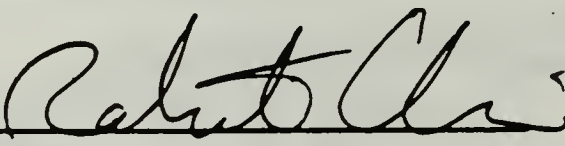
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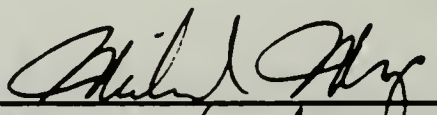
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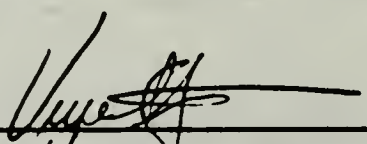
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Sincerely,

  
Signature Sarah Yuen  
Print Name 358 Tremont St  
Address Boston MA 02116  
\_\_\_\_\_  
Occupation

  
Signature Robert Chin  
Print Name 106 Salisbury Rd.  
Address Brookline  
\_\_\_\_\_  
Occupation Operator

  
Signature Michael Moy  
Print Name 1614 Columbus St  
Address S. Boston MA  
\_\_\_\_\_  
Occupation ELECTRICAL ENGINEER

  
Signature VINCENT SZETO  
Print Name 19 PORTINA RD  
Address BRIGHTON, MA 02135  
\_\_\_\_\_  
Occupation TAX AUDITOR



November 9, 1994

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Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

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Sincerely,

Sophie Goon  
Signature  
Sophie Goon  
Print Name  
30 School St.  
Address  
Brighton, MA 02135

Occupation

Kenneth Toy  
Signature  
Kenneth Toy  
Print Name  
14 Motherly Rd  
Address  
Brighton MA  
Manager  
Occupation

Theresa Wong  
Signature  
Theresa Wong  
Print Name  
65 Harvard St  
Address  
Boston MA 02111

Occupation

Edward Lee  
Signature  
Edward Lee  
Print Name  
21 Main Ave  
Address  
Brighton, MA  
Occupation

November 9, 1994

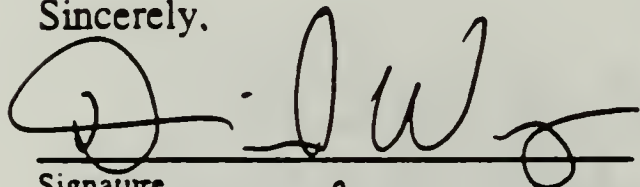
Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

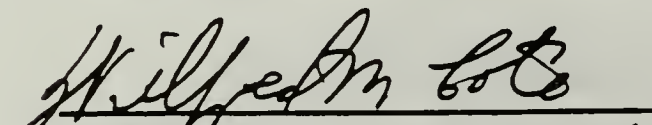
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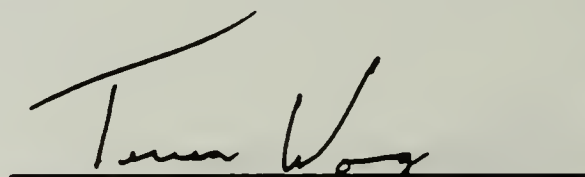
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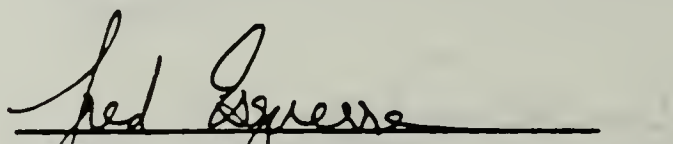
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Sincerely,

  
Signature  
DAVID Wong  
Print Name  
15 CLARK ST.  
Address  
SALEM MA 01970  
Occupation  
PHOTOGRAPHER

  
Signature  
WILFRED M. COTE  
Print Name  
92 PLOVER RD  
Address  
QUINCY MA 02169  
Occupation  
POSTAL CARRIER

  
Signature  
TERESA Wong  
Print Name  
63 BRIGHTON AVE.  
Address  
AUSTON, MA 02125  
Occupation  
ACCOUNTANT

  
Signature  
FRED ESGUERRA  
Print Name  
19 GRANT ST  
Address  
DORCHESTER MA 02125  
Occupation  
POSTAL CARRIER



November 9, 1994


Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

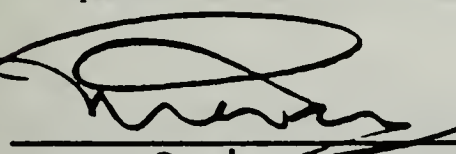
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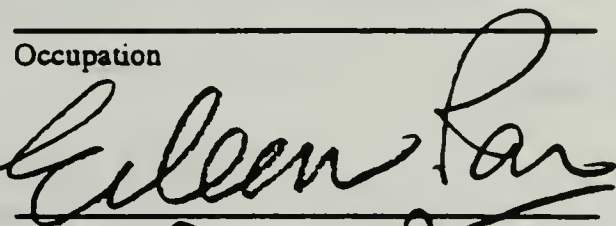
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Sincerely,

  
Signature  
RUDY MARCIAL  
Print Name  
67 BAY STATE RD  
Address  
D. Quincy, MA 02171  
NAVY RESEARCH (FINANCE)  
Occupation

  
Signature  
Peter M. Pagan  
Print Name  
83 Raycroft St  
Address  
Quincy, MA  
Electrician  
Occupation

  
Signature  
MZZ MZZ  
Print Name  
882 Huntington Ave  
Address  
Boston, MA 02368  
Occupation

  
Signature  
Eileen Pagan  
Print Name  
83 Raycroft St.  
Address  
Quincy, MA 02169  
Legal Assistant  
Occupation

November 9, 1994

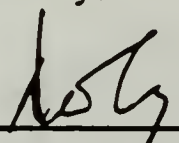
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Boston, MA 02108

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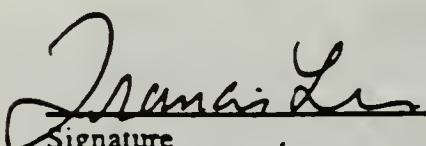
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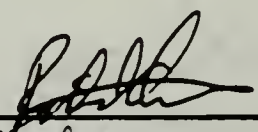
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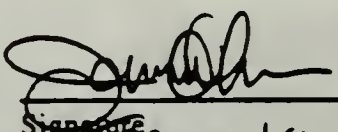
  
\_\_\_\_\_  
Signature  
Dennis NG  
\_\_\_\_\_  
Print Name  
10 Mann St  
\_\_\_\_\_  
Address  
W. Roxbury, MA 02135  
\_\_\_\_\_

Occupation

  
\_\_\_\_\_  
Signature  
FRANKIS Lam  
\_\_\_\_\_  
Print Name  
12 DAVID Dr.  
\_\_\_\_\_  
Address  
Natick, MA 01760  
\_\_\_\_\_  
Recovery Supervisor  
\_\_\_\_\_  
Occupation

  
\_\_\_\_\_  
Signature  
Richard CHAN  
\_\_\_\_\_  
Print Name  
49-B Village Court  
\_\_\_\_\_  
Address  
Boston MA 02118  
\_\_\_\_\_

Occupation

  
\_\_\_\_\_  
Signature  
Jenny Lam  
\_\_\_\_\_  
Print Name  
1037 Great Plain  
\_\_\_\_\_  
Address  
Needham  
\_\_\_\_\_  
\_\_\_\_\_  
Occupation



November 9, 1994

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Executive Office of Education  
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Sincerely,

Signature

Print Name

Address

Occupation

Signature

Print Name

Address

Occupation

Signature

Print Name

Address

Occupation

Signature

Print Name

Address

Occupation

November 9, 1994

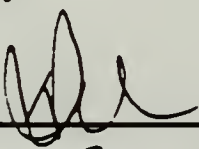
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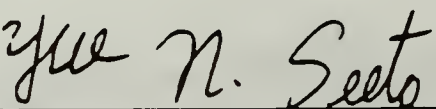
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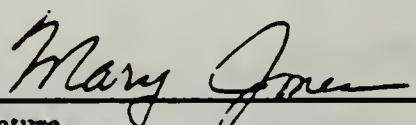
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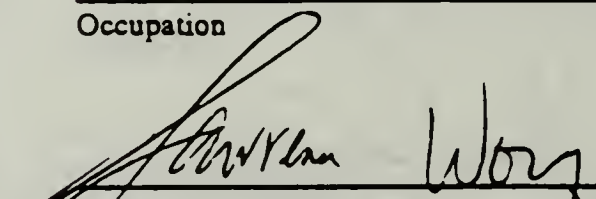
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Sincerely,

  
\_\_\_\_\_  
Signature Rita Chau  
\_\_\_\_\_  
Print Name 56 Kendall St.  
\_\_\_\_\_  
Address N. Quincy, MA 02171  
\_\_\_\_\_  
Wb P.  
\_\_\_\_\_  
Occupation

  
\_\_\_\_\_  
Signature 230 HARRISON AVE. #502  
\_\_\_\_\_  
Print Name Boston MA 02111  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
House Wife  
\_\_\_\_\_  
Occupation

  
\_\_\_\_\_  
Signature MARY JONES  
\_\_\_\_\_  
Print Name 185 QUINCY SHORE DRIVE  
\_\_\_\_\_  
Address N. QUINCY, MA 02171  
\_\_\_\_\_  
ASST. EXECUTIVE DIRECTOR  
\_\_\_\_\_  
Occupation

  
\_\_\_\_\_  
Signature Lawrence Wong  
\_\_\_\_\_  
Print Name 4 Skyewood Dr.  
\_\_\_\_\_  
Address Stoneham MA 02180  
\_\_\_\_\_  
\_\_\_\_\_  
Occupation



November 9, 1994

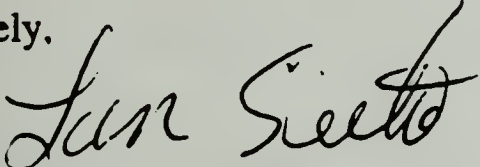
Ms. Piedad Robertson  
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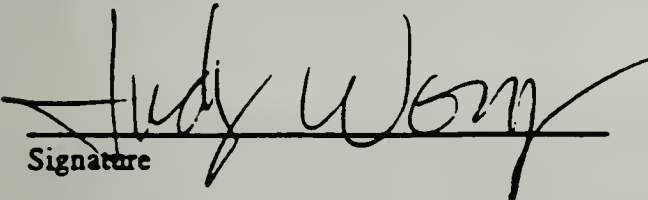
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Sincerely,

  
\_\_\_\_\_  
Signature Lan Seeto  
\_\_\_\_\_  
Print Name 230 HARRISON AVE., #D502  
\_\_\_\_\_  
Address BOSTON MA 02111  
\_\_\_\_\_  
Cook  
\_\_\_\_\_  
Occupation

  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Print Name Judy Wong  
\_\_\_\_\_  
Address 248 Harrison Ave.  
\_\_\_\_\_  
Boston, MA 02111  
\_\_\_\_\_  
Occupation

\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Print Name  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
Occupation

\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Print Name  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
Occupation

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Sincerely,

Hsing-Mei Wu  
Signature  
Hsing-Mei Wu  
Print Name  
304 Vassar St.  
Address  
Cambridge, MA 02139

Occupation

Signature

Print Name

Address

Occupation

Signature

Print Name

Address

Occupation

Signature

Print Name

Address

Occupation